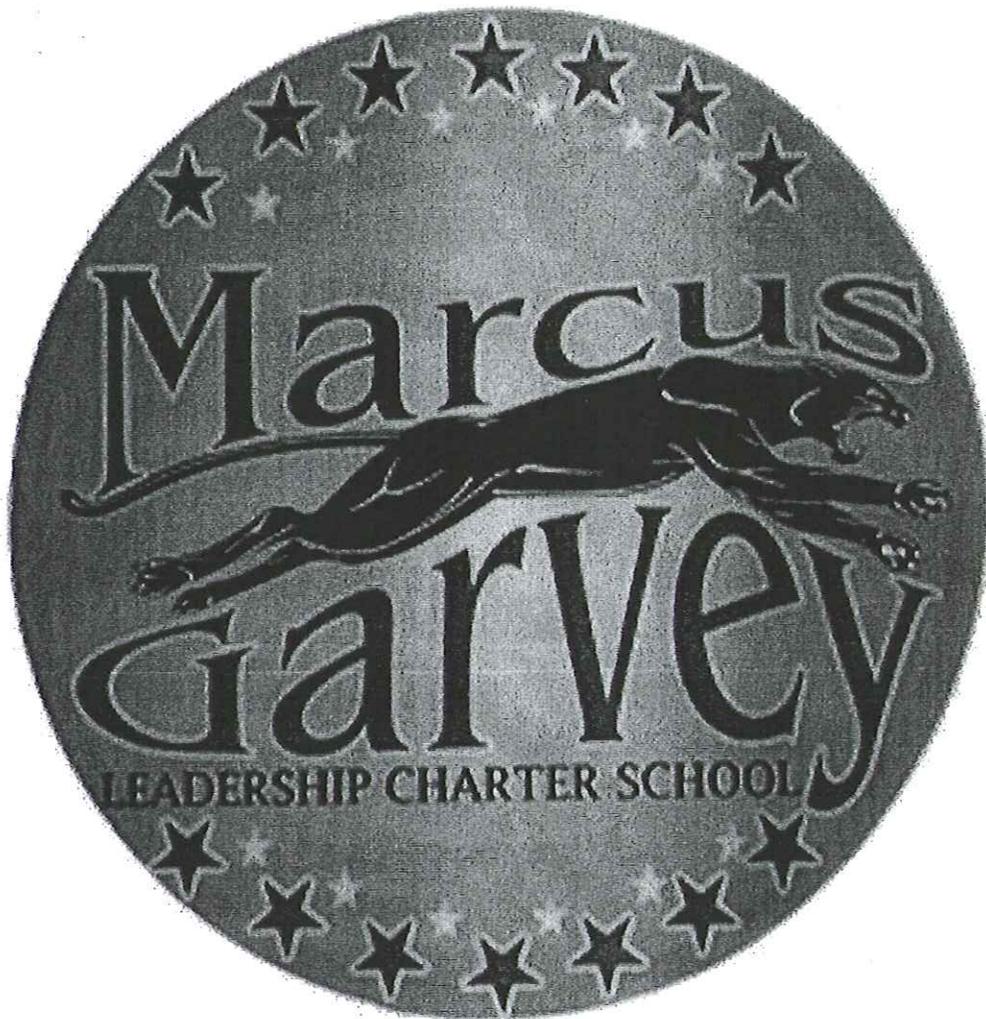


*THE MARCUS GARVEY LEADERSHIP CHARTER SCHOOL
1537 N.E. 24TH STREET
OKLAHOMA CITY, OK 73111
DR. KEVIN A. MCPHERSON, ADMINISTRATOR*



**School Improvement Grant Application
FY 2013 – 2015
Appendix**

The Marcus Garvey Leadership Charter School

Procedure/Policy for External Provider

The Marcus Garvey Leadership Charter School's Superintendent Advisory Council (SAC) will recruit, screen, and select providers as outlined in the Guide to Working with External Providers Second Edition. This document is published by Learning Point Associates an Affiliate of American, Institutes for Research in their September 2010 edition: Partnerships To Improve Teaching and Learning (Table of contents included in appendices). MGLCS will recruit, screen and select a provider that has proven to have the five Characteristics of Quality Service Provider. The council will ensure the external provider is:

1. Aligned with established goals
2. Part of a long-term strategy
3. Customized
4. Research based
5. Capacity building

May 5, 2012 the Superintendent Advisory Council to prepare the Request for Proposal form.

May 12, 2012 the SAC will begin the recruiting process.

The SAC will write a Request for Proposal. It will include the proposal requirements, expected outcomes, desired services, and selection criteria.

MGLCS will do the following to recruit an External Provider:

1. Contact the Oklahoma State Department of Education for a list of providers used by grant CIP 1003(g) recipients.
2. Consult with similar peers
3. Look at the Provider List
4. Contact Professional Organizations
5. Conduct an internet search
6. Research the Oklahoma City area

Deadline for applications will be May 31, 2012

After receiving applications from perspective providers the "Tool 2 Prospective Provider Information Sheet" will be completed on each provider. An interview will be held and the "Tool 3 Prospective Provider Rating Worksheet" will be completed. A selection will be made by June 20, 2012. Contract will begin July 1, 2012.



GUIDE TO WORKING WITH EXTERNAL PROVIDERS

SECOND EDITION



An Affiliate of American Institutes for Research

GUIDE TO WORKING WITH EXTERNAL PROVIDERS

PARTNERSHIPS TO IMPROVE TEACHING AND LEARNING

Second Edition

September 2010

Bryan Hassel, Ph.D., and Lucy Steiner



An Affiliate of American Institutes for Research

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ABOUT THIS GUIDE

U.S. Education Secretary Arne Duncan has issued a challenge to our nation to turn around our lowest performing schools. States and schools across throughout our country are dedicating themselves to answering this call, but it will require a significant commitment to achieve measurable results. In many areas, school leaders recognize the valuable role that external providers can play in supporting their work. However, finding the right fit can be daunting and time consuming. In response to the shifting dynamics facing schools, Learning Point Associates has updated this resource to support school leaders as they engage in partnership with providers to carry out this important work.

The *Guide to Working With External Providers* was researched and written by Bryan Hassel, Ph.D., and Lucy Steiner, with support from Learning Point Associates. Dr. Hassel is the cofounder of Public Impact, an education policy firm based in North Carolina, and currently serves as its codirector. Steiner is a senior consultant with Public Impact.

The guide is based on existing research and field experience related to how schools and districts can work most effectively with a host of external providers. During its initial development in 2004, researchers reviewed the academic literature on school-provider partnerships, interviewed top scholarly experts on the subject, and interviewed a wide-ranging group of practitioners involved in school-provider relationships. Those practitioners included representatives of schools, districts, and a range of external providers. Drafts of the guide were subjected to rigorous review by evaluators, practitioners, and others with expertise in this area. With the current investment that the U.S. Department of Education is making in School Improvement Grants, it is critical for both schools and providers to have the tools they need to ensure that their partnerships are successful. The guide was updated in 2010 to help schools and districts get started.

ACKNOWLEDGMENTS

Numerous school and district leaders, academic researchers, external professional development providers, and reviewers contributed to this publication. In particular, the following people offered their support and insight:

Catherine Barbour, Learning Point Associates

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Nancy Shin, HOPE Foundation

Mark A. Smylie, Ph.D., University of Illinois at Chicago

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Dear Educator:

The *Guide to Working With External Providers* is a comprehensive toolkit and, if you are the leader of a school or district, you may not make it past the introduction. But if you do one thing with this guide, please forward it to two people: the person you have designated with the responsibility for investigating whether or not to hire an external provider, and the person charged with overseeing that process.

As the leader of district and school improvement services for Learning Point Associates, an affiliate of American Institutes for Research, I am committed to delivering high-quality services in the field that positively impact student learning. We are passionate in our belief that all children deserve a quality education. However, we also know that currently not every child is in a position to realize his or her full potential.

In every state, there are schools that are struggling to meet the needs of their students. Secretary Duncan has made it his priority to turn around the lowest performing schools in the nation by providing schools with the intensive resources needed to chart their path to success. The work that is done now can provide a roadmap for the leaders of all struggling schools by identifying successful practices that can be replicated in communities serving the neediest students.

We know that school turnaround work is challenging. Many schools and leaders lack the ability and capacity to do this work on their own. Fortunately, there are experts—like Learning Point Associates staff—who are committed to school improvement work, have a proven track record, and stand ready and willing to partner with schools in dire need of turnaround assistance.

External providers who choose to partner with the nation's lowest performing schools to help set them on the track for success have critical key responsibilities. These providers have a moral and ethical obligation to:

- Offer quality services and products that deliver results for children and schools.
- Ensure that the capacity exists within their own organization to maintain the integrity and quality of the services they promised to deliver.
- Collaborate with other partners that bring complementary expertise to a school or district.
- Address school culture and adoption barriers with all key initiatives.
- Position schools for sustainability through building local expertise and community-based support for the work.
- Enter into partnerships because they are a good match for both sides—not because it's just one more contract to feed the bottom line.
- Turn down work when it's not a good match because not every vendor is positioned to serve every school well.
- Contribute learning and best practices to the larger conversation on school turnaround so that effective practices can be brought to scale.

I am committed to these practices, as are many of my colleagues in the field. I hope this guide will help you make the best choices when identifying supports for your district or school.

A handwritten signature in black ink that reads "Jessica Johnson".

Jessica Johnson
Chief Program Officer, District and School Improvement Services
Learning Point Associates

Selection Process for External Providers

1. SIG Team Meeting.
2. Needs Assessment.
3. Identify potential providers.
4. Write and issue requests for proposals.
5. Develop transparent selection process.
6. Review proposals, conduct due diligence and select providers.
7. Negotiate with Contract Provider, including goals, benchmarks, and plan to manage assets.
8. Initiate on-going cycle of continuous progress monitoring and adjustment of External Providers by review monthly student performance on benchmark assessments.
9. Stakeholders will meet monthly to review performance of External Providers and shall make recommendation to the Director to replace an External Provider when appropriate.
10. When the Stakeholders recommend replacement of an External Provider, the Director shall make the recommendation to the Board, and the process for External Provider Selection shall start over.
11. Prepare to proactively deal with problems and adjust strategies.
12. Plan for evaluation and clarify who is accountable for data collection.

THE MARCUS GARVEY LEADERSHIP CHARTER SCHOOL SUPPLEMENTAL TURNAROUND OFFICER

Job Description

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Turnaround Officer will oversee the implementation and ensure the implementation of the transformation model as part of the 1003g Grant. The Turnaround Officer supports key stakeholder efforts to diagnose, plan and implement comprehensive school improvement strategies that dramatically increase the achievement of all students via technical assistance, coordination of MGLCS resources and support, collection and dissemination of best practices, and the reporting and analysis of Smart Goals to ensure data and analysis driven improvement. The Turnaround Officer shall have proven success in school improvement.

TYPICAL DUTIES

- Serve as the Oklahoma State Department Education point of contact for all SIG related activities.
- Develop strategy and clear, specific, and ambitious performance measures for supporting MGLCS's Transformation Program and operational priorities that are translated into work goals for MGLCS stakeholders engaged in school turnaround efforts.
- Track and assess the effectiveness of MGLCS's Transformation Program implementation on a frequent basis, but no less than monthly, through the implementation of a comprehensive reporting process that includes data analysis of MGLCS's Performance Indicators and formal and informal site reviews and discussion with MGLCS stakeholders.
- Help manage the analysis of data and the presentation of progress of data-driven initiatives using the approved reporting package and MGLCS's Performance Indicators; communicate progress to MGLCS stakeholders groups and incorporate their input.
- Determines resource needs for program and school success within the context of the Turnaround/Transformation Office Vision. Facilitates the achievement of objectives by established deadlines and within budget.
- Anticipate, identify, and resolve complex obstacles to ensure success of the overall school turnaround program, as well as school-specific initiatives.
- Leverage the existing strategic and operational plans as tools for monitoring performance to ensure improved student achievement by providing direct support related to goals, objectives, and targets outlined in the plans and ensures reporting and follow-up mechanisms are in place to guide achievement of goals.
- Collaborate with key stakeholders to inform all Strategic and Operational Planning and ensure implementation of action items through the use of project management software and techniques.
- Interview and survey other colleagues and SIG teams to determine benchmarking and opportunities for improvement, research specific issues and develop detailed recommendations and implementation plans to resolve.

- Reviews and discuss the MGLCS's SMART goals articulated in its SIG plan and uses data to assess whether the school is on track with student achievement goals.
- Perform other duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, and (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject specific content area state certification exam.

ABILITIES

Ability to demonstrate that the candidate is an education professional with strong leadership skills. Ability to work cooperatively and collaboratively with others. Excellent interpersonal skills. Ability to communicate effectively both verbally and in written form. Experience analyzing data to facilitate and support decision-making. Ability to demonstrate effective teaching and learning practices. Possess excellent planning, goal setting, coordinating, and decision-making skills to facilitate and lead change initiatives and embrace innovation. Ability to effectively engage parents, teachers and community. MGLCS Academy

Dear Principal:

As a school leader, you are leading in an unprecedented time in education. U.S. Secretary of Education Arne Duncan has made it his priority to turn around the lowest performing schools in this nation and set them on the path to success. This pressure to improve schools and student performance presents challenging work and impacts your daily practice in an ever increasing manner. Yet the amount of money available for school improvement is extraordinary and unparalleled in the history of American education.

As you engage in the work of improving your school, you and your leadership team are faced with a plethora of daily decisions. These new reform realities add additional decisions and considerations to what is already a complex and multifaceted daily job. Hundreds of new vendors have recently appeared on the education scene, each promoting their tools, trade ware, and training. As a principal, you are faced with the decision of being a knowledgeable consumer and choosing the resources that maximize your school's efforts to improve student performance. The DNA of every school is unique, and your selection of an external partner will be critical to your school's success. The National Association of Elementary School Principals and the National Association of Secondary School Principals are prepared to assist you with these decisions.

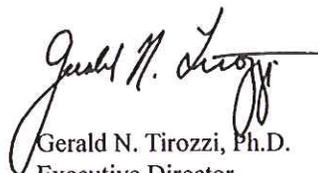
Our organizations have a proven track record in school reform and improvement by giving principals the tools and guidance necessary to succeed, and we are committed to collaborating with you to make the best decisions that meet the needs of your school and students. As you select potential external vendors, you have a great responsibility in ensuring success for your school leadership team, teachers and other school staff, and ultimately your students. Your responsibilities require you to:

- Ensure that vendors offer quality services and products that deliver results for children and schools.
- Ask vendors for documented evidence of their accomplishments in working with schools like yours.
- Enter into a collaboration because it is a good match for both sides.
- Turn down offers when it's not a good match because not every vendor is positioned to serve every school well.
- Ensure that the capacity exists within the vendor's organization to maintain the consistent integrity and quality of the services promised for delivery.
- Determine who from the vendor's organization will be working with your school on an ongoing basis and determine the essential experience that qualifies the person(s) for the anticipated work.
- Be proactive in managing the relationship, and hold the vendor accountable for any timeline set forth for the school improvement plan and related services.
- Be unafraid to acknowledge what is not working in your plan, and be willing to work with the vendor to restructure the scope of work if necessary.
- Foster a sense of teamwork with the school, and ensure that the entire school community is an equal partner in the school improvement efforts.

Our organizations look forward to assisting you as you make these critical decisions, and we hope that this toolkit will provide you with useful guidance and resources.



Gail Connelly
Executive Director
National Association of Elementary School Principals



Gerald N. Tirozzi, Ph.D.
Executive Director
National Association of Secondary School Principals

African Heritage and Culture Festival Planning Meeting

1537 NE 24th Street Oklahoma City, OK 73111

405-427-7616

Thursday, April 19, 2012

5:30 PM

AGENDA

- I. Concession
- II. Vendors
- III. Mrs. Gunter- Performing Acts
- IV. Mr. Jones- Assigned Tasks
- V. Community Invitations
- VI. School Improvement Grant

Agenda

Staff Meeting

Wednesday, April 3, 2012
Teacher's Lounge

Topics for Discussion/Action

State Testing (OCCT)

Completion Exercises –May 15, 2012

Science Fair Judging- May 4, 2012

George Washington Carver- May 5, 2012

Malcolm X Day- May 12, 2012

School Improvement Grant

Langston University (field trip)

Agenda

Weekly Administration Meeting

April 11, 2012
Ms. McPherson's Office

Agenda Topics/Items for Discussion

1. Thunder Reading Mr. Derritt
2. TWC/Strengthening Families
3. Staff Appreciation Dinner
4. George Washington Carver
5. Malcolm X
6. Langston (field trip)
7. Parent Volunteer Hours
8. Thank You – Thunder

9. Elective Courses Ms. McPherson
10. School Calendar FY 2012-2013
11. Teacher Assignments
12. Teacher Meetings
(one on one)
13. Teacher Contracts
14. Dr. Shockley
15. School Improvement Grant

African Heritage and Culture Festival Planning Meeting

1537 NE 24th Street Oklahoma City, OK 73111

405-427-7616

Thursday, April 12 2012

5:30 PM

AGENDA

- I. School Improvement Grant
- II. Activities/Games
- III. Vendors
- IV. Moon bounce
- V. Mr. Jones- Assigned Tasks
- VI. Community Invitations

Agenda

Staff Meeting

Wednesday, April 17, 2012
Teacher's Lounge

Topics for Discussion/Action

NOTE REGARDING DISMISSAL-Please
keep all students in your classroom until you
hear their names called!!

Completion Exercises -May 15, 2012

Science Fair Judging- May 4, 2012

Malcolm X Day- May 12, 2012

George Washington Carver

School Improvement Grant

Langston University (field trip)

Agenda

Weekly Administration Meeting

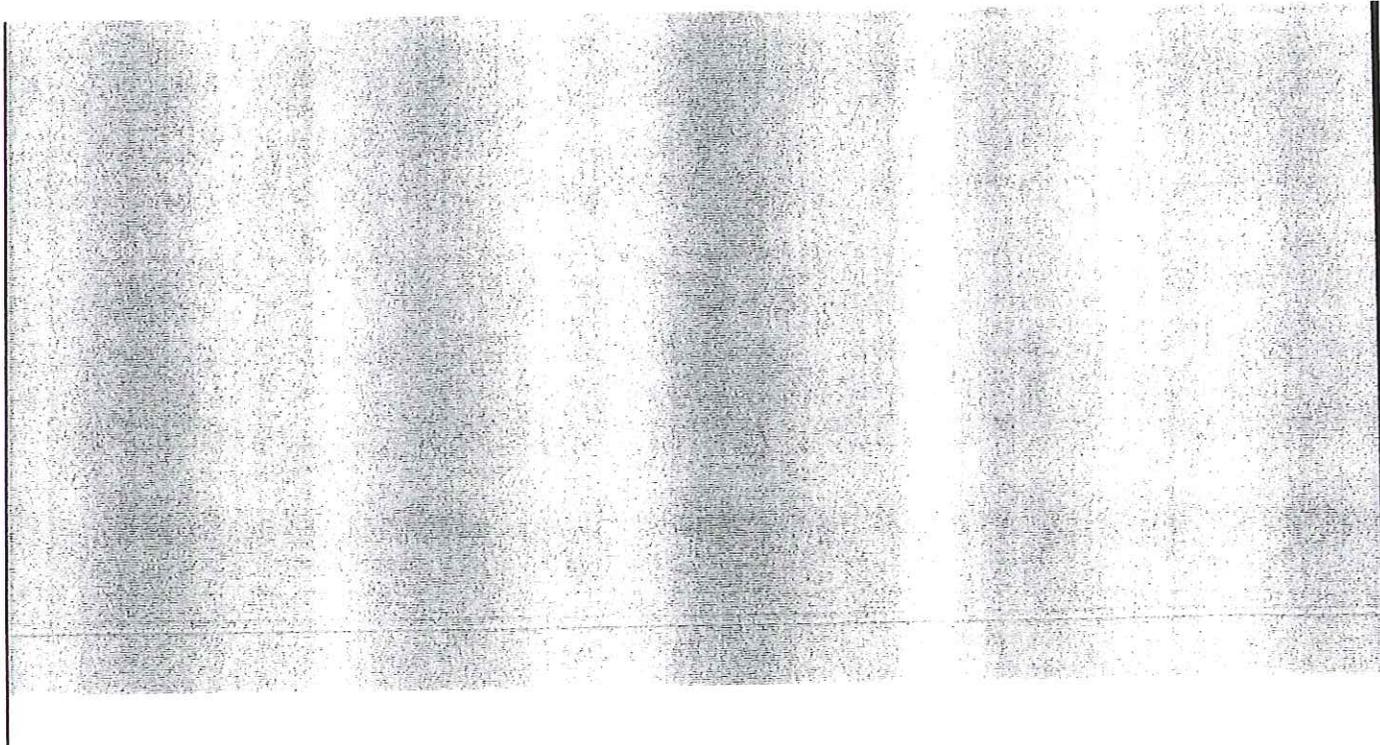
April 17, 2012
Ms. McPherson's Office

Agenda Topics/Items for Discussion

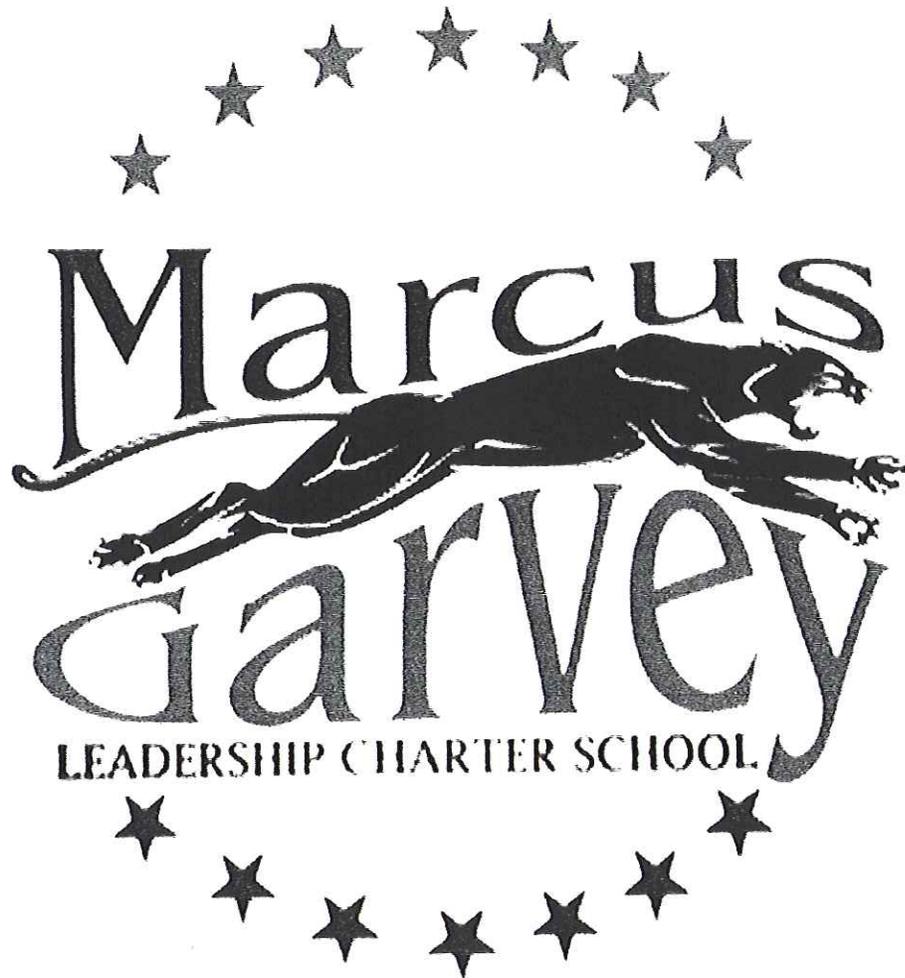
1. Thunder Reading Mr. Derritt
2. TWC/Strengthening Families
3. Staff Appreciation Dinner
4. George Washington Carver
5. Malcolm X
6. Langston (field trip)
7. Parent Volunteer Hours
8. Thank You – Thunder

9. Testing- Completed Tomorrow Dr. LeSure
Test to be delivered to Service Center April 27th
10. End of Year Exercised- May 15
11. Dibels- K-3 next week
12. Malcolm X- acts to Mrs. Gunter
13. Staff Meeting Today(4:50)
14. Mr. Jackson's Class

1. School Improvement Grant Ms. McPherson
2. Elective Courses
3. School Calendar FY 2012-2013
4. Teacher Assignments
5. Teacher Meetings
(one on one)
6. Teacher Contracts
7. Dr. Shockley



THE MARCUS GARVEY LEADERSHIP CHARTER SCHOOL
1537 N.E. 24TH STREET
OKLAHOMA CITY, OK 73111
DR. KEVIN A. MCPHERSON, ADMINISTRATOR



Campus Improvement Plan
Addendum
2011 - 2012

SCHOOLWIDE SITE PLAN CHECKLIST

Ten Components of a Schoolwide Site Plan

District Name	Oklahoma City Public Schools	
School Name	The Marcus Garvey Leadership Charter School	
Date	6/15/2011	
Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements		Found on page # (either in the 09-10 CIP or this addendum)
1.	A comprehensive needs assessment of the entire school <i>Section 1114(b) (1) (A)</i>	Page 6-13
2.	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations (Examples: migrant, economically disadvantaged, and minority students) <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any <i>Section 1114(b)(1)(B)</i> 	Pages 13-16 & 21 Pages 13-16 & 21 Page 21 Page 6 Page 6 & 21 Page 6, 13-16 & 21 Page 6, 13-16 & 21 Page 21
3.	Instruction by highly qualified teachers <i>Section 1114(b) (1) (C)</i>	Page 13, 16, & 21
4.	High quality and on-going professional development for teachers, principals, and paraprofessionals (Attach professional development plan) <i>Section 1114(b)(1)(D)</i>	Page 5 & 17
5.	Strategies to attract high-quality, highly qualified teachers to high-needs schools <i>Section 1114(b)(1)(E)</i>	Page 5 & 13
6.	Strategies to increase parental involvement, such as family literacy services <i>Section 1114(b)(1)(F)</i>	Page 18
7.	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, or Early Reading First to local elementary school programs <i>Section 1114(b)(1)(G)</i>	Page 19
8.	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement <i>Section 1114(b)(1)(H)</i>	Page 6, 13-16, 21
9.	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance <i>Section 1114(b)(1)(I)</i>	Page 13-16
10.	Coordination and integration of federal, state and local services and programs, including programs supported under this Act <i>Section 1114(b)(1)(J)</i>	Page 23

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2011-2012 Campus Improvement Planning Team

A. Section 1114(b) (2) (B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to secondary school, students from such schools.

The chart below contains the typed names and represented positions, as well as the signatures, of our school's 2011-2012 Campus Improvement Planning (CIP) team members.

School: The Marcus Garvey Leadership Charter School

Dates of Meeting(s): _____

Instructions: Print each committee member's full name and obtain signatures.

TITLE	PRINTED NAME	SIGNATURE
ADMINISTRATOR	DR. KEVIN A. MCPHERSON	
HQ INSTRUCTOR ²	MS. ALICIA ADAMS	
HQ INSTRUCTOR ²	MRS. ELIZABETH TURNER	
PARENT ²	MRS. NEVA WALLACE	
HQ INSTRUCTOR	MRS. CERETTA BRIDGES	
SUPPORT PERSONNEL ²	MRS. CORNELIA SMALL	
EDUCATIONAL CONSULTANT	DR. LESSIE L. LESURE	
INSTRUCTIONAL FACILITATOR	MS. HERLENA P. LEGGINS	
HQ INSTRUCTOR	MS. ZOLUNDA GREENWOOD	
SERVICE PROVIDER ¹	N/A	
COMMUNITY PARTNER/PTA REPRESENTATIVE ¹	MR. TIMOTHY DERRITT	

¹ Optional

² Required (if assigned to School)

Signatures:

Administrator: _____ **Date:** _____

Title I Compliance Officer: _____ **Date:** _____

Regional Executive Director: _____ **Date:** _____

B. Introduction Statement

Provide one to two paragraphs that will reflect an overview of your school and community including demographic data and poverty rate, the school mission statement and what your site defines as a 'core,' 'supplemental,' and 'intensive' strategy.

The Marcus Garvey Leadership Charter School (MGLCS) is located in the heart of northeast Oklahoma City. MGLCS is a school-wide Title I school that is chartered by the Oklahoma City Public School District, teaching Pre-Kindergarten through Eighth Grade. MGLCS is an entity of, Community Adolescent Rehabilitation Effort (C.A.R.E.) for Change, Inc. It is a certified community based not-for-profit agency providing services in Oklahoma for seventeen years as a drug and alcohol counseling agency. Our mission statement is: "To unlock the human mind, to develop high quality students, who advance our community and culture." Since our inception in 2002 – 2003, Marcus Garvey has successfully made AYP and API. In 2007 – 2008, staff members received a bonus of \$2,000 from the Oklahoma State Department of Education for having the greatest increase in test scores in our category.

In 2010-2011 academic school year, Marcus Garvey added an Eighth Grade class, with the approval of the OKC Public School Board. Academically, our focus is reading and math and because we are a leadership charter school we have instituted a leadership class that focuses on entrepreneurship. Marcus Garvey is a school of choice, with 84.7% of our students qualifying for the Free or Reduce Lunch Program. Students that attend are from the Oklahoma City Public Schools district. The student population (October 2010) comprised of 97.3% African American, 1.1% White, and 1.6 % Native American. The average class size in 17 students in grades Pre-K through Eighth Grade with largest class size at 22 and the least class size at 11.

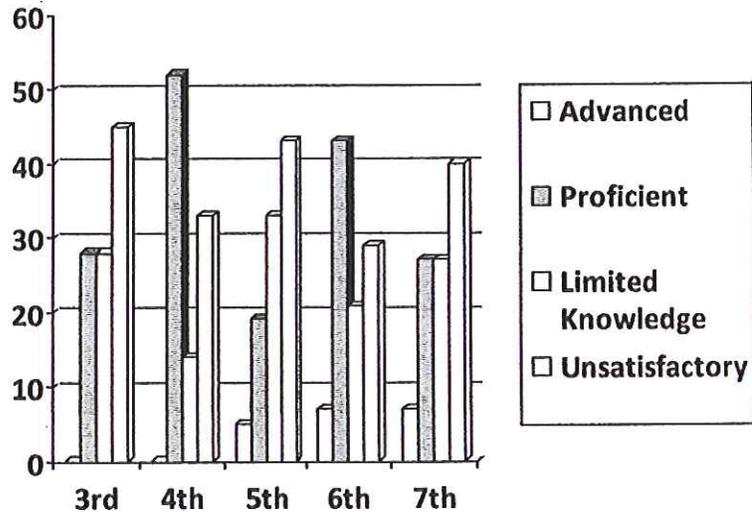
We operate the school with an extended day schedule; students attend classes from 8:15 a.m. until 4:30 p.m. This schedule allows us to provide a two hour block of Math, two hour block of Language Arts (reading, grammar and writing), one hour block of Science and one hour block of Social Studies. Students attend elective classes twice weekly in Title I Reading Class (Accelerated Reading), Physical Education, Creative Arts, and S.E.E.K. Class sponsored by Oklahoma State Department of Mental Health and Substance Abuse Services.

Our core strategies are ensuring all teachers are highly qualified and high quality teachers that have experienced working with low performing students and students that are considered to be at-risk, using differentiated instruction, aligned lesson plans with scientific research based instruction to teach the Oklahoma standards, core knowledge curriculum, curriculum mapping, differentiated instruction, using learning centers, word walls, providing team planning time, and regular campus improvement planning meetings. Our Supplemental strategies consist of using data to drive our instruction by purchasing computer technology programs (Renaissance Learning, and use of the MGLCS Website) and quarterly assessments (Star Math and Reading, Benchmarks, and DIBELS). Our Acceleration strategies are to provide opportunity for students to have tutoring during the day with Reading Specialists and University of Oklahoma Tutors in Math and Reading. We also will have After-School and Saturday School tutoring in Math and Reading by trained para-professionals and teachers.

The pages in this Campus Improvement Plan includes a comprehensive Needs Assessment, Action Plan strategies, the school's goals and budgeting information for the 2011-2012 school year. The appendix includes miscellaneous information as well as a school calendar highlighting student and parental involvement activities, major testing dates, Education Improvement Plan and a variety of other information. The items that are included in this CIP will help you understand the tremendous job our staff do everyday to assist our students reach academic excellence.

C. Needs Assessment and Data Profiles

CRT Reading Percentages Scores 2009-2010



Third Grade: 29 Students were given the Reading CRT Tests

0% of students scored Advanced – 0 students
 28% of students scored Proficient – 8 students
 28% of students scored Limited Knowledge – 8 students
 44% of students scored Unsatisfactory – 13 students
 28% of the students met standards and 72% of students did not meet standards
 8 students met standards and 21 students did not meet standards

Fourth Grade: 21 Students were given the Reading CRT Tests

0% of students scored Advanced – 0 students
 52% of students scored Proficient – 11 students
 14% of students scored Limited Knowledge – 3 students
 34% of students scored Unsatisfactory – 7 students
 52% of the students met standards and 48% of students did not meet standards
 11 students met standards and 10 students did not meet standards

Fifth Grade: 21 Students were given the Reading CRT Tests

5% of students scored Advanced – 1 student
 19% of students scored Proficient – 4 students
 33% of students scored Limited Knowledge – 7 students
 43% of students scored Unsatisfactory – 9 students
 24% of the students met standards and 76% of students did not meet standards
 5 students met standards and 16 students did not meet standards

Sixth Grade: 14 students were given the Reading CRT Tests

7% of students scored Advanced – 1 student
 43% of students scored Proficient – 6 students
 21% of students scored Limited Knowledge – 3 students
 29% of students scored Unsatisfactory – 4 students
 50% of the students met standards and 50% of students did not meet standards
 7 students met standards and 7 students did not meet standards

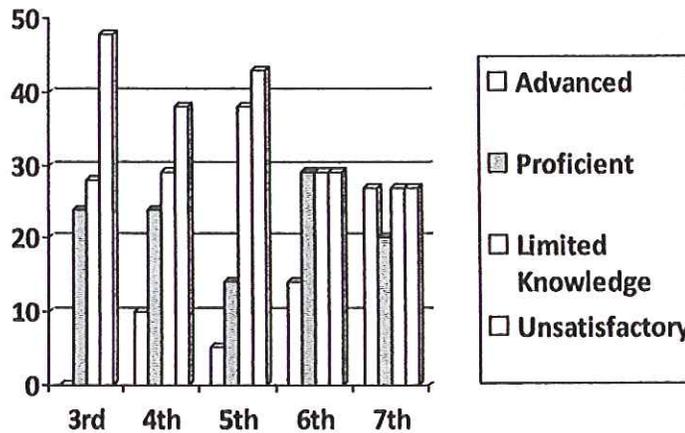
Seventh Grade: 15 students were given the Reading CRT Tests

7% of students scored Advanced – 1 student
27% of students scored Proficient – 4 students
27% of students scored Limited Knowledge – 4 students
39% of students scored Unsatisfactory – 6 students
34% of the students met standards and 66% of students did not meet standards
5 students met standards and 10 students did not meet standards.

Total for school: 100 students were tested on the Reading CRT Tests

3% of students scored Advanced – 3 students
33% of students scored Proficient – 33 students
25% of students scored Limited Knowledge – 25 students
39% of students scored Unsatisfactory – 39 students
36% of the students met standards and 64% of students did not meet standards
36 students met standards and 64 students did not meet standards.

CRT Math Percentages Scores 2009-2010



Third Grade: 29 students

0% of students scored Advanced – 0 students
24% of students scored Proficient – 7 students
28% of students scored Limited Knowledge – 8 students
48% of students scored Unsatisfactory – 14 students
24% of the students met standards and 76% of students did not meet standards
7 students met standards and 22 students did not meet standards.

Fourth Grade: 21 Students

10% of students scored Advanced – 2 students
24% of students scored Proficient – 5 students
28% of students scored Limited Knowledge – 6 students
38% of students scored Unsatisfactory – 8 students
34% of the students met standards and 66% of students did not meet standards
7 students met standards and 14 students did not meet standards.

Fifth Grade: 21 Students

5% of students scored Advanced – 0 students
14% of students scored Proficient – 3 students
38% of students scored Limited Knowledge – 8 students
43% of students scored Unsatisfactory – 10 students
19% of the students met standards and 81% of students did not meet standards
3 students met standards and 18 students did not meet standards.

Sixth Grade: 14 Students

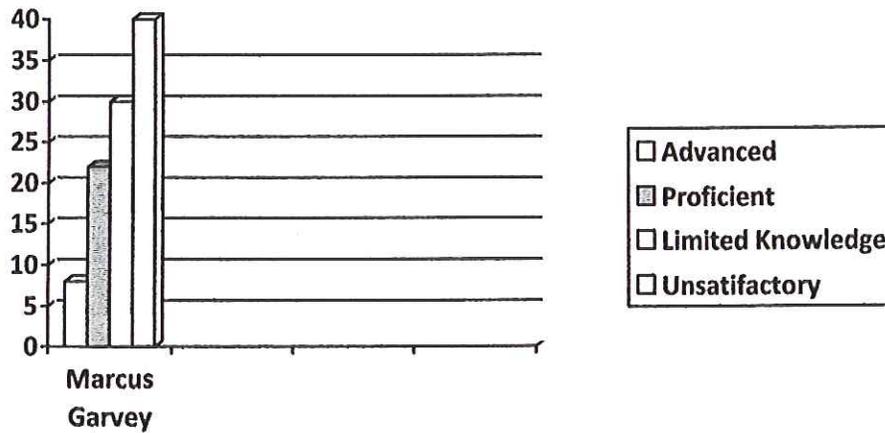
13% of students scored Advanced – 2 students
29% of students scored Proficient – 4 students
29% of students scored Limited Knowledge – 4 students
29% of students scored Unsatisfactory – 4 students
42% of the students met standards and 58% of students did not meet standards
6 students met standards and 8 students did not meet standards.

Seventh Grade: 15 Students

26% of students scored Advanced – 4 students
20% of students scored Proficient – 3 students
27% of students scored Limited Knowledge – 4 students
27% of students scored Unsatisfactory – 4 students
46% of the students met standards and 54% of students did not meet standards
7 students met standards and 8 students did not meet standards.

Total for school: 100 students were tested on the Math CRT Test

8% of students scored Advanced – 8 students
22% of students scored Proficient – 22 students
30% of students scored Limited Knowledge – 30 students
40% of students scored Unsatisfactory – 40 students
30% of the students met standards and 70% of students did not meet standards
30 students met standards and 70 students did not meet standards.



Data Reference Chart

Grade Span	PK - 8	Total Enrollment	187
Average Attendance (Percentage) 2009-2010	95.7%	Free/Reduced Lunch (Percentage)	88.5%
Special Education (Percentage)	11%	ELL (Percentage)	0%
Number of Certified Staff	10	Student Teacher Ratio	21.1 to 1
2008-2009 API Score	796	2009-2010 API Score	517
Made 2009 AYP-Reading: YES/NO	Yes	Made 2009 AYP-Math: YES/NO	Yes

Student Enrollment by Gender: Indicate if you are providing the requested data as a percent or number.

Year	Total Enrollment	Male	Female
2010-2011	187	95	92
2009-2010	211	105	106
2008-2009	158	85	73
2007-2008	186	96	90

Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2010-2011	187	97.3%	1.6	0	0	1.1%	0
2009-2010	211	94.8%	1.4%	1.9%	0	1.9%	0
2008-2009	158	94.3%	1.3%	2.5%	0	1.9%	0
2007-2008	186	95.8%	1.0%	1.0%	0	0.5%	1.7%

Students Eligible for Free and Reduced Lunch Program (as of October SDE Child Nutrition Count)

Year	Number	Percent of Population
2010-2011	162	86.6
2009-2010	191	88.5
2008-2009	138	87.3
2007-2008	156	84.3

Student Attendance (as of Quarter 1): Indicate if you are providing the requested data as a percent or number.

Year	Average Daily Attendance	Percent of Student Population	Male	Female
2010-2011	176.3	95.5%	49.8%	50.2%
2009-2010 3 rd Quarter	202.3	96.2%	49.8%	50.2%
2008-2009	147.1	95.7%	53.8%	46.2%
2007-2008	166.5	95.3%	51.6%	48.4%

Student Mobility Rate: Indicate if you are providing the requested data as a percent or number.

Year	Full Academic Year (FAY)	Non Full Academic Year (NFAY)
	Students	Students
2010-2011	95%	5%
2009-2010	93%	7%

Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2010-2011	2	1.0%
2009-2010	2	1.0%
2008-2009	1	0.6%
2007-2008	1	0.5%

Student Behavior

Year	Average Daily Referrals	# In-School Suspensions	# of Out-of-School Suspensions
2010-2011	.3	0	4
2009-2010	.5	0	54

CRT Data Charts: Number of ALL Students Scores Reading/Language Arts (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2010 Grade 3	0	8	8	13	29
Spring 2009 Grade 3	0	10	5	8	23
Spring 2008 Grade 3	0	4	4	1	9
Spring 2007 Grade 3	0	5	4	2	11
Spring 2010 Grade 4	0	11	3	7	21
Spring 2009 Grade 4	0	5	4	13	22
Spring 2008 Grade 4	0	11	3	0	14
Spring 2007 Grade 4	0	10	2	0	12
Spring 2010 Grade 5	1	4	7	9	21
Spring 2009 Grade 5	1	1	3	6	12
Spring 2008 Grade 5	1	11	4	3	19
Spring 2007	0	5	3	3	11

Grade 5					
Spring 2010 Grade 6	1	6	3	4	14
Spring 2009 Grade 6	0	5	4	4	13
Spring 2008 Grade 6	0	3	2	1	6
Spring 2007 Grade 6	0	8	2	0	10
Spring 2010 Grade 7	1	4	4	6	15

Number of ALL Students Scores Mathematics (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2010 Grade 3	0	7	8	14	29
Spring 2009 Grade 3	0	5	7	12	24
Spring 2008 Grade 3	0	2	4	3	9
Spring 2007 Grade 3	0	2	5	4	11
Spring 2010 Grade 4	2	5	6	8	21
Spring 2009 Grade 4	1	4	4	9	18
Spring 2008 Grade 4	0	8	6	0	14
Spring 2007 Grade 4	1	7	4	0	14
Spring 2010 Grade 5	0	3	8	10	21
Spring 2009 Grade 5	1	0	5	4	10
Spring 2008 Grade 5	3	10	5	1	19
Spring 2007 Grade 5	1	6	5	0	12
Spring 2010 Grade 6	2	4	4	4	14
Spring 2009 Grade 6	4	1	0	4	9
Spring 2008 Grade 6	1	3	1	1	6
Spring 2007 Grade 6	0	7	2	1	10
Spring 2010 Grade 7	4	3	4	4	15

Library Circulation Statistics

	2008-2009	2009-2010	2010-2011
School Enrollment	158	211	187
Avg. # of Books Checked out per student (3rd Quarter)		0	0
Avg. # of Books Checked out per student (Full Year)	0		
Total Circulations (3rd Quarter)		0	0
Total Circulations (Full Year)	0		

Parental Involvement and Parent Activities

	2010	2009	2008	2007
PTA Membership Proud Panther Parents (PPP)	22	18	20	15
Parent Advisory Board	2	2	1	1
Parent Teacher Conferences	100%	99%	95%	96%
Open House Events	275	185	255	140
Example: Muffins for Moms/Grandmas	36	48	36	30
Example: Donuts for Dads/Granddads	28	32	24	20
Grandparents Day	88	96	64	52
Parent University Sept (15) Feb (102)	117	150	96	88
Me and My Guy Dance	86	64	68	60
Evening of Black Expression	145	84	96	82

Instructor's Trend Data	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Instructor's Attendance Goal	100%							
School Trend	96.6	95.3	95%	96%	95%			
Site HQ Goal	100%							
School Trend	100%	100%	100%	100%	100%			

Instruction by Highly Qualified Teachers

A highly qualified teacher (HQT) must hold a minimum of a bachelor's degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at

an institution of higher education; obtained at least an associate's degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

If site is schoolwide, please count all instructional paraprofessionals.

Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
10	2	0
Number of Paraprofessionals	Number of HQ Paraprofessionals	Number of Non HQ Paraprofessionals
1	1	0

Teaching Experience	Years of Experience						
	Number of Certified Teachers	0-3	3-5	6-10	11-15	15-20	20+
	10	2	2	3	0	3	0

Professional Development Activities Chart

Complete the chart below for the previous school year (2010-2011).

Professional Development Activity	Date(s)	Number of Participants	Description (e.g., content, duration of time)
Great Expectations	June Session	2	One week – Methodology, Magical Triad, Life skills and Celebrations
DIEBEL Training	June Session	1	DIEBELS Next Training/Train the Trainers
State Superintendent Leadership Conference	July 15-16, 2010	1	Title I Workshop, General Session, Differentiated Instruction and educational vendors
Oklahoma A+ Schools	August 5-6, 2010	10	Two Days – Integrating the Arts in the classroom, Core Knowledge, Multiple Intelligence
Professional Development	August 2-13, 2010	17	Provided instruction in Multiple Intelligence, Using Data to Drive Instruction, Our Methodology and Philosophy, Integrating Technology, Team Building Exercises, Developing High Quality Lesson Plans, Using the Scope and Sequence and Working with Disruptive Students. Asthma Management Plan, Child Abuse, CPR, First Aid, Heimlich Maneuver See attachment
Oklahoma Metropolitan Alliance of Black School Educators	September 24-25, 2010	19	Theme: "Education is a Civil Right: All Children Deserves Schools That Work." Sessions held discussed technology, testing, etc.

National Alliance of Black School Educators, Indianapolis, IN	November 18-21, 2009	1	Education is a Civil Right, noted speakers and workshops about learning styles, effective strategies working with at-risk students.
Professional Development Day	February 21, 2011	15	Extended Day Program – Saturday School and After School Tutoring Reading Renaissance Training Using Data to Drive Instruction
Early Release Days	The 3 rd Friday of Each Month	15	Our focus has been on using data to drive instruction and following the CIP.

Marcus Garvey did not meet our math and reading goals for 2009-2010 but we made API and AYP. We recruited four new staff members in 2010-2011 which are highly qualified and experienced educators. We will continue to recruit and train highly qualified and quality teachers to prepare all students to reach the proficiency level or above on the Criterion Reference Test.

The need assessment data determined that we needed a rigorous curriculum and needed to continue to map our curriculum. This will ensure teachers are covering all PASS standards and will assist teachers in preparing quality lesson plans. We will continue to use the following assessment tools: Star Math and Star Reading assessments to diagnose students' weaknesses in math and reading in K-8, DIBELS in grades K-3, and practice benchmark assessments in grades 1-8.

We will continue to use data to drive our instruction and plan specific strategies to target at risk students and areas of need. We are continuing to use researched based strategies in Pre-K to eighth grade: Accelerated Reading, differentiated instruction, learning centers, word walls, agenda books and reading buddies. We reduced class size to a maximum of twenty-two students in K-8 and 20 in Pre-K.

D. Goals and Action Plans

2011-2012 CAMPUS READING GOALS

NCLB Goal 1: Strengthen the school's core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate academic skills at the "proficient" level or above on the State's assessment and be engaged in high quality teaching and learning.

OSDE Essential Element 1.1: Academic expectations are aligned with the *Priority Academic Student Skills (PASS)*.

District AIM 1: Learning Focus

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2010-2011 plan. Marcus Garvey will continue to require all teachers participate in mapping our curriculum to ensure teachers are teaching the PASS standards and Core Knowledge curriculum to ensure what is taught with what is being tested on the Criterion Reference Tests.

1. Marcus Garvey will identify students early having difficulty in reading and provide intervention strategies with a Reading Specialist or reading Instruction with a trained tutor.
2. Students will have goals to attain each quarter on Accelerated Reading and will receive prizes when goals are met. Title one funds will be used to purchase this program and will be used in the Title I Reading Room.
3. A Student Academic Educational Plan will be prepared for all students who enter Marcus Garvey and the SAEP will be monitored throughout the year.
4. Marcus Garvey will use the agenda books in grades 3 – 8 to inform parents of reading instruction and student progress.
5. Teachers will use old practice benchmark tests as bell ringers and test students monthly on test that are similar to the Criterion Reference test.
6. Each grade level will create a suggested reading list and prepare assessments for each of the readings required.
7. Students will be pulled-out of class for tutoring with University of Oklahoma work study students.
8. Low performing student on the DIBELS assessment in grades k-3 will be assigned a Reading Specialist.
9. Marcus Garvey will contract with Dr. Kmt Shockley, Educational Consultant

Action Plan

2011-2012 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Curriculum Mapping – Oklahoma A+ Fellows	None	Dean of Instruction Teachers Pre-K – 8 th Professional Development August 5-6, 2011	Curriculum Map for each class
Supplemental: Renaissance Place Agenda Books	\$900.00	Dean of Instruction Administrator Teacher July 15, 2011	Reports from Star Reading and Study Island Agenda Books
Intensive: Saturday School Tutors and After School Tutors Reading Specialist	Tutors - \$10,000	CIP Coordinator Administrator September 11, 2010 until April 30, 2011	Student Academic Educational Plan Benchmark Test Star Reading DIBELS
Director of Extended Day Program will serve as administrator to the Extended Day Program and Saturday School.	\$6000.00	CIP Coordinator Completed by September 30, 2011	PASS Checklist Curriculum Map Tutoring Records EduSoft
Identify students in Kindergarten - Third Grade who are at-risk and provide a Reading Specialist after DIBELS fall assessments and using the Fall Comprehensive Benchmarks for 4th – 8th with University of Oklahoma Tutors.	\$10,000.00	Reading Sufficiency September 30, 2011	
Prepare Practice Benchmark Tests - EduSoft	\$3000.00		

<p>2011-2012 Purchases to support the new/revised/ongoing strategy: Educational Consultant, Renaissance Place, , agenda books, Reading Specialists, Campus Improvement Plan Coordinator and tutors for after school and Saturday School programs.</p>

2011-2012 CAMPUS MATHEMATICS GOALS

<p>NCLB Goal 1: Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate academic skills at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning. OSDE Essential Element 1.1: Academic expectations are aligned with the <i>Priority Academic Student Skills (PASS)</i>. District AIM 1: Learning Focus Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards. Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.</p>
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2010-2011 plan. Our school would like to ensure all teachers participate in mapping our curriculum to ensure teachers are teaching the PASS standards and match what is taught in math with what is being tested on the Criterion Reference Tests.</p> <ol style="list-style-type: none"> 1. Each student in grades 3 through 8 will maintain a math vocabulary journal. 2. An Academic Educational Plan will be prepared for all students who are identified at risk on benchmark test and Star Math assessment and students will be monitored throughout the year. 3. We will use A+ Schools Arts Integration in to teach math, we will use music, rap, dance and visual art. 4. Students will be identified early to who are at risk after taking the benchmark test and Star Math. Tutors from The University of Oklahoma will provide tutoring in math. 5. Sponsor a math competition and receive prizes. 6. The agenda books will be used in grades 3 – 8 to inform parents of reading instruction and student progress. 7. Students will be pulled-out of class for tutoring with University of Oklahoma work study students.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<p>Core: Each student in grades 3 through 8 will maintain a Math vocabulary journal. Teachers will use Arts Integration strategies to teach math.</p>		<p>Teachers August 2011</p>	<p>Journals</p>
<p>Supplemental: Agenda Books will be used to communicate with parents. Math Competition Students pulled-out to work with OU Tutors</p>	<p>\$900 Saint Jude Hospital</p>	<p>Teachers OU Tutors September 15, 2011</p>	<p>Printouts from Study Island Saint Jude Hospital Workbooks Tutors Records Agenda Books</p>
<p>Intensive: A Student Academic Educational Plan (SAEP) will be prepared for all students who are Below standards, a Math Coach will work in the Math Lab to help students that scored unsatisfactory on the CRT in Math.</p>	<p>Math Coach \$6,000.00</p>	<p>Administrator September 30, 2011</p>	<p>Student Academic Educational Plan (SAEP)</p>
<p>2010-2011 Purchases to support the new/revised/ongoing strategy: Study Island, agenda books, tutors, and Instructional Facilitator</p>			

2011-2012 CAMPUS TECHNOLOGY INTEGRATION IN CURRICULUM GOAL

NCLB Goal 1: Strengthen the school's core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate academic skills at the "proficient" level or above on the State's assessment and be engaged in high quality teaching and learning.
OSDE Essential Element 3.5: Teachers incorporate technology in classrooms.
District AIM 1: Learning Focus
Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.
Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2010-2011 plan. We would like to add the following strategies to our CIP 2011-2012 plan:

1. Purchase EduSoft for benchmark test and teacher-made test.
2. Marcus Garvey Teachers will have opportunities to be trained on various software throughout the year: Accelerated Reader, Star Math and Star Reading, EduSoft, Microsoft Word, and using the Internet.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Purchase two (2) Smart Board and Computers	\$7000.00	Technology Technician Teachers July 15, 2010	CRT Tests Lesson Plans Benchmark Tests
Supplemental: Renaissance Learning Edusoft Software	Renaissance Learning \$500.00 EduSoft - \$1600.00	Teachers Technology Technician February 2011	Renaissance Learning Reports
Intensive: Training on Software	Consultants	Teachers Professional Development August 1-12, 2011	Sign-in Sheets Training Certificates

2010-2011 Purchases to support the new/revised/ongoing strategy: EduSoft

2010-2011 CAMPUS PROFESSIONAL DEVELOPMENT GOALS

NCLB Goal 4: Align staff capacities, school processes, and professional development activities to implement effective methods and instructional practices that are supported by scientifically based research.
OSDE Essential Element 6.1: Long-term professional development plans are written.
OSDE Essential Element 6.5: Professional development is ongoing and job-embedded.
OSDE Essential Element 7.2: Leadership decisions are collaborative and data driven.
District AIM 1: Learning Focus
Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.
District AIM 3: Organizational Health
Goal 2: Create and sustain an organizational culture embracing collaboration and cooperation.
Goal 3: Create and sustain an environment that fosters leadership at all levels.
Goal 4: Create and sustain high expectations for all employees and students.
Goal 5: Create and sustain an environment that recognizes the needs of all employees and students.
District AIM 4: Effective Workplace
Goal 1: Recruit and retain a highly effective and competent workforce.
Goal 2: Value continuous improvement and celebrate success.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2009-2010 plan. We would like to add the following strategies to our CIP 2010-2011 plan:

1. We will send all new teachers and teachers that have not attend Great Expectations to Great Expectation Training, JuJuly Session because we continue to use this methodology in our school.
2. This year our school will send our staff to the Oklahoma Alliance of Black School Educators Conference on September 23-24, 2011. This conference will focus on how providing strategies for data driven instruction in the classroom and working with at risk students. The theme is: "Reclaiming the Promise of Public Education."
3. Two administrators will attend the National Alliance of Black School Educators, November 16-20, 2011 in Fort Worth, Texas.
4. Intensive Professional Development all year with Dr. Kmt Shockley, educational consultant to assist us in transformation to an Afrocentric school. Training for teachers for one Saturday each month for eight hours.

How does the professional development you would like to implement align to the data in your Standards Assessment Inventory (SAI)?

Date the staff completed the SAI survey: Friday, June 10, 2011

Our Survey stated we were low in Learning Communities, Evaluating Professional Development, and Learning

Learning Communities – Our Instructional Staff will meet once a week in teams with the Instructional Facilitator. This meeting is to discuss changes, sharing best practices, and answer any questions concerning the curriculum. We have only one class per grade level except 5th Grade because the 2011-2012 school years the Making of Men 5th Grade Class is a single gender boy's class. We currently have three teams: Red Team PreK-2, Team Black – Third and Fourth and Team Green – Fifth, Sixth, Seventh and Eight Grade. Teachers will meet twice a month to develop lesson plans, discuss Core Knowledge and build themes as a team, reflect on what strategies that were taught in Professional Development is working, and problem solving.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Great Expectations for new teachers	\$3000.00 6 Teachers	Administrator Teachers	Certificate of Attendance Classroom
Supplemental: Oklahoma A+ Schools	No Cost	Administrator	Sign-in sheets
Intensive: Attend the Oklahoma Metropolitan Alliance of Black School Educators Conference National Alliance of Black School Educators Conference in New Orleans, LA	\$2000 all staff \$4000 – (2) administrators	Administrator	Certificate of Attendance

2010-2011 Purchases to support the new/revised/ongoing strategy:

Registration for Great Expectations , Oklahoma Metropolitan Alliance of Black School Educators Conference, and National Alliance of Black School Educators.

2011-2012 CAMPUS PARENTAL INVOLVEMENT GOALS

Please include as attachments to the addendum, your current year site compact and site parental involvement policy.

Date of Parent Title I Meeting: 1) September 22, 2011 and 2) February 23, 2012

NCLB Goal 1: Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate academic skills at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

OSDE Essential Element 5.1: Families and communities are active partners.

OSDE Essential Element 5.3: School provides organizational structure that reduces barriers to learning.

District AIM 1: Learning Focus

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.

Goal 4: Engage and maximize community and school partnerships to foster learning.

District AIM 6: Clear, Concise, Effective Communication

Goal 1: Develop and strengthen family Involvement in schools.

Goal 3: Develop, implement and sustain internal and external communication that is proactive, open, clear and honest.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2009-2010 plan. We would like to add the following strategies to our CIP 2011-2012 plan to increase the amount of parental involvement at school.

1. Parent volunteer hours required – 50 hours
2. Provide opportunities for parents to become involved in school activities.
3. To provide a resource center for parents to with parenting skills and how to tutor their child in math and reading skills.
4. Parent Liaison, teachers and administrators to work with Proud Panther Parent organization and parents to provide internal and external communication that is proactive, clear, and honest.
5. Partner with parents each month to provide strategies to handle disruptive students. Students receiving a referral during the month will be required to attend a parent meeting during that month to discuss parenting strategies to assist the parent in providing parent skill to help motivate and encourage their child to change their behavior in the classroom.
6. Teachers will have Parent Homeroom Meetings each quarter and with the first meeting held before Labor Day Holiday.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Parent Volunteer hours required – 50 hours	No Cost	Parent Liaison	Parent Volunteer Books
Supplemental: Parent Activities 2 Parent Universities – September and February Parent Homeroom Meetings Parent Night Out	\$2000	Parent Liaison Teachers School Secretary	Sign-Sheets
Intensive: Parent Visits Parent Liaison Parenting Classes		Parent Liaison Teachers Dean of Instruction Strengthening Families Coordinator PRIC	Teacher Records Sign-in sheets Letter Home Referrals

2011-2012 Purchases to support the new/revised/ongoing strategy:

Open House Refreshment, Carnival, Thanksgiving Dinner, Parent University (2) – Dinner, Me and My Guy Dance, Promotion Ceremony for Pre-K and Eighth Grade, Science Fair, Math Competition, Parent-Teacher Conferences (2), Field Trips, Proud Panther Parents, and Evening of Black Expressions.

2010-2011 CAMPUS TRANSITION GOALS

NCLB Goal 2: Increase the number of students making successful transitions between schools, between school levels, and including high school graduation and college access opportunities.

OSDE Essential Element 1.4: Key curriculum vertical transition points are communicated.

OSDE Essential Element 3.3: Strategies are monitored and aligned to address learning styles.

OSDE Essential Element 3.5: Teachers incorporate technology in classrooms.

District AIM 1: Learning Focus

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2009-2010 plan. We would like to add the following strategies to our CIP 2010-2011 plan: Our goal is to provide smooth transition to all students as they enter, attend, and transition to another school:

1. Marcus Garvey will continue to provide the rigorous Core Knowledge curriculum that will provide a common instructional focus, and decreases learning gaps caused by student mobility. By providing a sequenced plan for coherent learning from grade-to-grade, Core Knowledge enhances shared planning among teachers and schools, which helps to ensure quality classroom experiences for all learners. The content-rich curriculum also provides a strong foundation of knowledge for success in high school and beyond.
2. During professional development in August, teachers will receive training in the Core Standards.
3. All incoming students are required to attend an orientation which explains the expectations of Marcus Garvey and helps determine the academic ability by assessing students on Star Math and Star Reading in order that teachers can begin addresses those areas of weakness immediately.
4. Marcus Garvey will provide all necessary records to the receiving school of any MGLCS student.
5. Computer Lab will be available for group and classroom instruction.
6. Teachers will communicate with the receiving teacher to help with students' transition to new grade level and vertical align the curriculum.
7. Teachers will be trained in multiple intelligences to ensure all students are taught using various learning styles.
8. Records will be maintained to know the whereabouts of all MGLCS students until graduation and through college.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Orientation Continue to use Core Knowledge and Core Standards and how they compare with PASS and Core Knowledge		Administrator or Designee	Sign-in Sheets
Supplemental: Multiple Intelligence Training from Oklahoma A+ Schools Vertical Alignment of the Curriculum from Oklahoma A+ Schools		Administrators Teachers	Sign-In Sheets Teachers Observations Lesson Plans
Intensive: Maintain appropriate records for all students Maintain records of students exiting MGLCS		School Secretary Dean of Instruction	School Records Student Log

2010-2011 Purchases to support the new/revised/ongoing strategy: No Cost

2010-2011 CAMPUS STUDENT ENGAGEMENT GOALS

NCLB Goal 2: Extend academic success by maintaining safe, healthy and engaging learning environments.
OSDE Essential Element 4.1: Leadership support is provided for a safe and orderly environment.
OSDE Essential Element 4.5: Teachers accept their role in student successes or failures.
District AIM 1: Safe and Nurturing Learning Environment
Goal 1: Provide safe, secure, inviting, orderly and well maintained facilities.
Goal 2: Provide, expect and reinforce appropriate/positive behavior of employees and students.
District AIM 5: Learning Focus
Goal 3: Create and sustain an environment embracing diversity that fosters leadership and accountability for all employees and students.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP: Marcus Garvey will continue the strategies we started in our CIP 2009-2010 plan. We would like to continue using the following strategies to our CIP 2011-2012 plan which will help increase attendance, increase academic performance and participation while decreasing discipline referrals.

1. Computer lab is available for group and individual instruction.
2. Teachers will be trained to use the discipline policy as stated in the Parent-Student Handbook.
3. Students will take educational field trips.
4. All school ceremonies to acknowledge student's progress at all levels of various achievements.
5. All teachers are required to visit the homes of each of their home room students at least once within the same school year.
6. Provide special incentives for academic excellence such as: Reinstating "Caught Doing the Right Thing" and Student of the Month. Celebrations for students maintaining perfect attendance and a 3.5 or better GPA each semester and for those students meeting benchmark on the DIBELS and practice benchmark assessments.
7. Pre-Kindergarten and Eight Grade Promotion Ceremony and Awards Assemblies will be held each semester to recognize, praise and encourage students to reach academic excellence.

Action Plan

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
Core: Discipline Policy Training	Administrator or designee	Dean of Students Administrator	Referrals
Supplemental: Promotion Ceremony, Awards Assemblies, Celebrations, "Caught Doing the Right Thing," and Field Trips.	\$1200	Teachers Administrators	Programs Test Scores Analysis
Intensive: Home Connect Flyers Quarterly Homeroom Parent Meetings	\$800	Parent Liaison Administrators	Teacher Records
2011-2012 Purchases to support the new/revised/ongoing strategy: Awards, Dinners, Ice Cream with toppings, and Snow Cones.			

E. Coordination of Programs

Schoolwide schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

Overview: Describe how local, state and federal programs will be coordinated to support high-quality learning opportunities for all students in your school and how these programs are aligned to the Schoolwide goals (Examples of local programs include community partners, partners in education, etc.).

Based on the current year needs assessment and data, our school would like to implement the following changes to the 2010-2011 CIP Plan: The goal of The Marcus Garvey Leadership Charter School is to strengthen the core academic program in reading and mathematics so that by the year 2013-2014 all students will demonstrate academic skills at the "proficient or the advance level" on the State of Oklahoma Department of Education's Criterion Reference Test, while being engaged in high quality teaching and learning. For us to reach that goal all local, state, and federal resources will be used to 1) provide highly qualified and quality administrators, teachers, and paraprofessional, 2) develop a partnership with parent and provide parenting classes for parents in need of assistance and 3) provide academic resources to insure all students receive a high quality education.

We believe that highly qualified administrators, teachers and paraprofessionals are the key to providing high quality education. Marcus Garvey will continue to recruit and train highly qualified teachers to provide a quality education for all students. All teachers recruited must be certified and have experience working with students who are considered at-risk. Our Professional Development Plan for 2011-2012 will provide intensive training in curriculum mapping, handling disruptive students, vertical alignment of the curriculum, professional development in multiple intelligences, The Marcus Garvey Philosophy, Great Expectations, Differentiated Instruction, transformation educational consultant and Data Driven Instruction.

We also believe that having parents as partners with the school will assist the school in providing a safe, secure, orderly and positive climate conducive to learning. With the parents help, students will enter the school ready to learn. If students receive referrals the student and parent will attend a parenting skills class to help the parent provide structure in the home and motivate and encourage the child to want to learn, to value education and to reach academic excellence by being attentive in class and following the Title I compact. This partnership will cut down on referrals and change the climate of the school.

Lastly, we believe that every child deserves a quality education, thus we believe education is a civil right. Every child deserves the right to attend a school that focuses on the total child, mind, body and soul. Marcus Garvey is a community learning center that not only ensure every child reaches their highest potential in mathematics and reading, but also know the importance of taking care of their body by eating properly, exercising, and getting plenty of rest. Many students that attend Marcus Garvey come from dysfunctional families and we provide counseling services that help our students cope with the ills of society. Our mission statement clearly provides the purpose for what we do at Marcus Garvey: "To unlock the human mind, to develop high quality students, who advance our community and culture.

Our local sponsors include: ATT& T Pioneers, Tinker Federal Credit Union, OK PRIC, Delta Sigma Theta Sorority, Zetas and Sigmas, Feed the Children, Oklahoma State Department of Mental Health and Substance Abuse Services, C.A.R.E. for Change, OGE -\$1000 science grant, Langston University, The University of Oklahoma Nursing Department and The University of Oklahoma Work Study Program. These local sponsors provide tutors, financial support, health fairs, and resources to our students, teachers, parents and community.

Coordination of Effort:

Funding Source/ Resource Provided	Program/Service Impacted	Coordination of Effort (modifications made to align with schoolwide goals)
Title I (511) \$10,000	Title I will pay for tutoring by hiring HQ teachers and trained tutors in the Saturday School and After School program four days a week for tutoring in Math and Reading	To increase the percentage of students who demonstrate proficiency in reading and math.
Title I (511) \$16,000	Title I will pay for Reading Specialists for students that are pulled out of class for Reading.	To increase the percentage of students who demonstrate proficiency in reading.
Title I (511) \$1600.00 \$500.00	Edusoft Software – Manages Benchmark Testing, worksheets, and teacher-made tests. Renaissance Learning – On-line Curriculum	To increase the percentage of students who demonstrate proficiency in reading and math.
Title I (511) \$10,000	Title I will pay for the Extended Day Coordinator that will oversee Extended Day Program and Saturday School	To coordinate the Extended Day Program and Saturday School
Title I (511) \$900	Agenda Books	To communicate with parent each day concerning students academic progress.
Title I (511) Professional Development \$7000.00 Consultant \$3000.00 GE \$2000.00 OCMABSE \$4000.00 NABSE Total: \$16,000.00 \$10,000.00	Professional Development: Educational Consultant, Dr. Lessie LeSure Great Expectations - Registration Oklahoma Metropolitan Alliance of Black School Educators (OCMABSE) Registration National Alliance of Black School Educators (NABSE)- (2) administrators, \$800 Registration, Air Travel \$800, Hotel \$1600, Per Diem \$800 Saturday Professional Development for Teachers with Educational Consultant	To increase the percentage of students who demonstrate proficiency in math and reading by providing quality professional development opportunities to administrators and teachers.
Title I (511) Parent Connect, Snacks for Parent University and Homeroom Mtgs \$2000	Parental Involvement – Parent Connect Flyers sent home monthly and snacks for (2) Parent Universities and Parent Homeroom Meetings	To increase parent involvement in the school.
Title I (511) Student Awards and Incentives \$2000.00	Award and Incentives for meeting benchmarks. Awards, T-Shirts, special field trips, and luncheons	To increase the percentage of students who demonstrate proficiency or above in Mathematics and Reading.
Title I (511) Test Prep Material \$3000.00	Test Prep Material for Math and Reading. Buckle Down Oklahoma for grades 3 – 8.	To increase the percentage of students who demonstrate proficiency or above in Mathematics and Reading.
Title I (511) Technology \$7,000.00	Purchase computers, Software, Classroom Networking System and Smartboards.	. To increase the percentage of students who demonstrate proficiency or above in Mathematics and Reading

Title I (511) Math and Reading Consumables \$9697.47	Purchase Saxon Math Kits and Reading, Grammar, and Spelling Workbooks	To increase the percentage of students who demonstrate proficiency or above in Mathematics and Reading
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Total Budget - \$80,951.30 plus Carry-over of \$7,746.17 = \$88,697.47

KMT GERALD SHOCKLEY

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Washington, DC 20039
(202) 423-0558

kmt.shockley@morgan.edu

EDUCATION

Ph.D. in Organizational Leadership & Policy Studies, 2003

University of Maryland
College Park, MD

M.Ed. in Educational Administration, 1998

University of Cincinnati
Cincinnati, OH

B.S. in Educational Studies, 1997

University of Cincinnati
Cincinnati, OH

B.A. in African American Studies, 1996

University of Cincinnati
Cincinnati, OH

Certificate in Black Atlantic Studies, 1996

Indiana University
Bloomington, IN

ACADEMIC EXPERIENCE

Associate Professor; 2010-Present

Morgan State University
School of Education and Urban Studies
Baltimore, MD

Associate Professor; 2009-2010

Assistant Professor; 2003 - 2009

(Tenured, 2009)

George Mason University
College of Education and Human Development
Arlington, VA

Special Visiting Assistant Professor; Fall Semester 2008

Edward Waters College
Department of Education
Jacksonville, FL

Academic Coordinator; 1999 - 2003

University of Maryland
Academic Achievement Programs
College Park, MD

Educational Consultant; 1996 - Present

Alkebulanian Institute
Washington, DC

Coordinator of Research Projects; 1999

Dr. Julianne Malveaux
Last Word Productions
Washington, DC

Social Studies Teacher & Cultural Enrichment Coordinator; 1998-1999

Fairfax County Public Schools (Walt Whitman Middle School)
Served as pianist for special functions
Alexandria, VA

Sixth Grade Teacher; 1997-1998

Cincinnati Public Schools (Chase Elementary School)
Served as pianist for special functions
Cincinnati, OH

Fourth, Fifth, and Sixth Grade Reading and Math Teacher; 1996-1997

Cincinnati Public Schools (Chase Elementary School)
Served as pianist for special functions
Cincinnati, OH

COMMITTEES, ADVISORY BOARDS & PARTNERSHIPS

- Morgan State University-James Madison University partnership peer partner (2012)
- Morgan State University, Faculty Selection Committee (Asst. Professor Tiffany Fountaine, 2011)
- *Journal of Black Studies*, Reviewer (2010-Present)
- American Educational Research Association Division K, Conference Co-Chair (2010-2011)
- George Mason University, 1st Tier Committee on Tenure and Promotion (2009-2010)
- George Mason University, IET Class of 2010 Team leader
- *Journal of Black Studies*, Reviewer (2009)
- American Educational Research Association, Conference Proposal Reviewer (2008)
- *Review of Education Research*, Reviewer (2008)
- *International Journal of Education Policy and Leadership*, Reviewer (2008)
- George Mason University, IET Class of 2008 Team leader
- American Educational Research Association, Conference Proposal Reviewer (2007)
- George Mason University, African American Studies Program Advisory Board Member (2007 – 2010)
- George Mason University, Shared Vision Advisory Group (2006 – 2010)
- African Research Study and Travel group, president (2005 – present)
- Teach for America, Conversant (2004 – 2008)
- Black Issues in Higher Education National Conference, Panelist and Speaker (2005)
- *Urban Review Journal*, Reviewer (2005)
- *Journal of Hip Hop*, Adviser (2004)
- Trans Africa National Conference, Panelist (2006)
- Washington, DC Public Schools, Nia Community Public Charter School, Board of Trustees Member (2006 – 2010)
- George Mason University, Governance Committee (2005-2006)
- George Mason University, Ph.D. Admissions, Interviewer (2005 – 2008)
- George Mason University, Faculty Selection Committee (Assoc. Professor W. Fowler), 2006
- George Mason University, Faculty Selection Committee (Assoc. Professor E. Ndura), 2005

- George Mason University, Faculty Selection Committee for (Instructor S. Baily), 2005
- George Mason University, IET Retreat Planning Committee (2008)
- George Mason University, IET Class of 2005 Team leader
- Volunteer at C.W. Harris Elementary School (2005)
- University of Maryland's Academic Achievement Program, Volunteer (2005)
- Brothers of the Academy National Organization, Member (2005)
- George Mason University, IET Committee on Faculty Meetings, Member (2004 – 2008)
- Pianist, College of Education and Human Development's Opening Session (2004)
- American Educational Research Association, Chair of AERA Division L Session: Politics of Education, (April 2004)
- Fulbright Scholars, Conference Panel Participant (2004)

PUBLICATIONS IN REFEREED JOURNALS

- Shockley, K. and Banks, J. (2012). Teachers perceptions of personal transformation on issues of race and culture. *Journal of Transformative Education*.
- Shockley, K., Cleveland, D. (2011). Culture, power, and education: The philosophies and pedagogy of Afrocentric educators. *International Journal of Critical Pedagogy*.
- Shockley, K. (2011). Reaching African American students: Profile of an Afrocentric teacher. *Journal of Black Studies*.
- Shockley, K. (2010). K, wei no ye kama paaa: Experiences learning from an African cultural worldview. *Sankofa Journal*
- Shockley, K. (2010). The complexity of developing properly trained education professionals for African American children: Exploring an African indigenous socialization process. *Urban Review Journal*
- Donnor, J. & Shockley, K. (2010, in press) Leaving us behind: A political economic interpretation of NCLB and the miseducation of African American males. *Journal of Educational Foundations*
- Shockley, K. & Frederick, R. (2008). Constructs and dimensions of Afrocentric education. *Journal of Black Studies*.
- Shockley, K., Bond, H. & Rollins, J. (2008). Singing in my own voice: Teachers' journey toward self-knowledge. *Journal of Transformative Education*, 6 (2).
- Frederick, R. & Shockley, K. (2008). Culturally relevant uses of technology for African American students. *Electronic Journal for the Integration of Technology in Education* 7 (1).
- Shockley, K. (2008). A researcher called to taboo places: A burgeoning research method in African centered education. *International Journal of Qualitative Studies in Education*, 99 (1).
- Shockley, K. (2007). Africentric education leadership: Theory and practice. *International Journal of Education Policy & Leadership*, 3 (3).

- Shockley, K. (2007). Finally Heard: African centered perspectives on hurricane Katrina. *Journal of Race and Policy*, 3 (1).
- Shockley, K. (2007). Literatures and definitions: Toward understanding Africentric education. *Journal of Negro Education*, 76 (2).
- Shockley, K. (2004). Rethinking Nationalism. *Black Issues in Higher Education*, 21 (4).
- Shockley, K. (2004). African centered education and Black studies: Necessary alliances and broken promises. *Sankofa Journal*, 4 (1).

REPORTS AND NON-REFEREED PUBLICATIONS

- Shockley, K. (2005). Living the legacy: A pictorial of one million years of African history. *Purchased and used by the South Carolina Alliance of Black School Educators*
- Shockley, K. (2005). An evaluation of teacher consciousness on historical issues related to African cultural imperatives. *Alkebulanian Institute*

BOOK CHAPTERS

- Shockley, K. & Frederick, R. (2009). African centered schools as sites of hope: Community building through culture and school leadership. In Steinberg, S. *Diversity: A Reader*. (Peter Lang Publishing).
- Shockley, K. (2006). When culture and education meet. In H. Mawhinney (Ed.) *Design principles for learner centered schools: Differentiating instruction to improve student learning*. (Council of Administrative & Supervisory Organizations of Maryland).

BOOKS

- Shockley, K. (2008). *The Miseducation of Black Children*. (African American Images: Chicago, IL).
- Shockley, K., (with K. Wilerson and A. G. Hilliard, III). *Cultural truth telling and the power of education*. (Alkebulanian Institute: Washington, DC)

REFEREED PRESENTATIONS

- Shockley, K. (2009). *African centered and culturally centered schools as sites of hope: Community building through culture and school leadership*. American Educational Research Association, San Diego, CA, April
- Shockley, K. (2009). *Literatures and definitions: Toward understanding African centered education*. National Council for Black Studies Conference, Atlanta, GA (March).
- Shockley, K. & Frederick, R. (2008). *African/culturally centered schools as sites of hope: Community building through culture and school leadership*. American Educational Research Association, New York, NY, March
- Shockley, K., Bond, H., & Rollins, J. (2008). *Teachers' journey toward self knowledge*. American Educational Research Association, New York, NY, March

- Shockley, K. (2006). *Finally Heard: African centered perspectives on hurricane Katrina*. University of Virginia Symposium on Race and Society, October
- Shockley, K. & Hilliard, A. (2006). *Culture and Education: Africentric educators in the new millennium*. American Educational Research Association. San Francisco, CA, April
- Shockley, K. (2006). *A burgeoning research method in African centered education*. American Educational Research Association. San Francisco, CA, April
- Shockley, K. (2006). *Understanding, teaching and knowing Black male students*. South Carolina Alliance of Black School Educators, January
- Shockley, K. (2005). *Living the legacy: A million years of African history*. Kansas Alliance of Black School Educators, June
- Bond, H., Shockley, K., & Rollins, J. (2005). *Overcoming resistance: Transformation stories from the front*. University of Georgia Transformation Through Engagement Conference, October
- Shockley, K. (2005). *Benchmarks and barriers for students of color in higher education*. Black Issues in Higher Education National Conference, Washington, DC, June,
- Shockley, K. (2005). *An Ethnographic investigation of Africentric education*. American Educational Research Association, Montreal, Canada, April
- Shockley, K. (2005). *When culture and education meet*. American Educational Research Association, Montreal, Canada, April
- Shockley, K. (2004). *Culturally centered education models of excellence*. Washington Alliance of Black School Educators Annual Conference, Seattle, WA., March
- Shockley, K. (2004). *To the Fulbright scholars: Africentric education as an agent for change in struggling schools*, Annual Fulbright Scholars Conference, Washington, D.C., March
- Shockley, K. (2004). *Using culture to teach underprivileged youth*, Howard University Conference on Special Education, Washington, D.C., March

RELEVANT INVITED PANELS & NON-REFEREED PRESENTATIONS

- Shockley, K. (2012). *African Identity Reconstruction*. Sankofa Conference. Washington, DC, April.
- Shockley, K. (2012). *African centered education*. Howard Road Middle School. Washington, DC, February
- Shockley, K. (2011). *Importance of Black children participating in culturally based rituals*. Nationhouse School. Washington, DC., February
- Shockley, K. (2010). *The critical need for African centered education in schools now*. Keynote lecturer for The Oklahoma City Alliance of Black School Educators. Oklahoma City, OK., November

- Shockley, K. (2010). *The importance of participant based education*. Kuumba School. Washington, DC, September.
- Shockley, K. (2010). *The power of the African centered perspective*. Black Student Union. The Catholic University of America. Washington, DC, October
- Shockley, K. (2009). *Seven Principles of Kwanzaa*. Sankore Institute. Indianapolis, IN., December
- Shockley, K. (2009). *African centered education: Imperatives for parents and school administrators*. Prince George's County Public Schools' Title I Program Conference, College Park, MD., April.
- Shockley, K. (2009). *The miseducation of Black children*. Keynote lecturer for The Shrine bookstore in Detroit, MI, February.
- Shockley, K. (2009). *The purpose of African centered charter schools*. Howard University Pan African Youth Summit, Washington, DC, February.
- Shockley, K. (2009). *The miseducation of Black children: African centered education as the answer to a big problem*. Keynote lecturer for Calvary United Methodist Church in Cincinnati, OH, February.
- Shockley, K. (2009). *The miseducation of Black children*. Special guest on WAIF-FM radio in Cincinnati, OH., February.
- Shockley, K. (2009). *Educate yourself!* Special guest speaker for the 10th and 11th grade classrooms. Maya Angela Washington DC public charter school, February.
- Shockley, K. (2009). *The miseducation of Black children: Teachers roles and responsibilities* Keynote Speaker: University of Cincinnati African American Cultural and Research Center, February.
- Shockley, K. (2009). *The Miseducation of Black people*. African American Student Leadership Conference, Rust College, Holly Springs, MS, January.
- Shockley, K. (2008). *Toward an African centered Black studies department*. Keynote lecturer for the University of Cincinnati African American Studies Student Group, June.
- Shockley, K. (2008). *Using the seven constructs of Africentric education in colleges and universities*. Keynote Speaker: Edward Waters College, Jacksonville, FL, April
- Shockley, K. (2008). *Education research in the 21st century*. Keynote Speaker: University of Maryland, College Park, March
- Shockley, K. (2008). *African centered theory and the importance of Africentric education, part 2*, Keynote Speaker: George Mason University Paul Robeson Center, March
- Shockley, K. (2008). *African centered theory and the importance of Africentric education*. Keynote Speaker: George Mason University Paul Robeson Center, February
- Shockley, K. (2008). *African centered theory in higher education environments*. Keynote Speaker: University of California at Los Angeles, February

- Shockley, K. (2008). *Using the seven constructs in public elementary school settings*. Keynote Speaker: Washington, DC Public Schools, J. O. Wilson Elementary, February
- Shockley, K. (2008). *Using African centered theory for student leadership*. African American Student Leadership Conference, Rust College, Holly Springs, MS, January
- Shockley, K. (2007). *Integrating the seven constructs into social studies classrooms*. Keynote Speaker and Consultancy: Blackville-Hilda Public Schools, South Carolina, September
- Shockley, K. (2007). *Using the "Shockley Seven Constructs" to improve reading comprehension*. Keynote Speaker: Smith Leadership Academy, Boston, MA, April
- Shockley, K. (2007). *African centered education as an agent for change in higher education* Keynote Speaker: Arizona State University, Phoenix, AZ, February
- Shockley, K. (2007). *African centered education as an agent for change in teacher education programs*. Presenter to Doctoral Students: The Catholic University of America, February
- Shockley, K. (2006). *African centered education as an agent for change in higher education* Keynote Speaker: Emory University, Atlanta, GA, November
- Shockley, K. (2006). *African centered education as an agent for change in higher education* Keynote Speaker: Emory University, Atlanta, GA, March
- Shockley, K. (2005). *African culture as method for teaching and reaching Black students*. Washington, DC Public Schools, March
- Shockley, K. (2005). *The importance of the teaching profession*. University of Maryland College Park, Teach For American Program, February
- Shockley, K. (2005). *African American students and culturally centered education*. Redcliffe Elementary School, Aiken, SC, February
- Shockley, K. (2005). *African American students and culturally centered education*. Hammond Hill Elementary School, Aiken, SC, February
- Shockley, K. (2005). *Cultural imperatives for African descended students* Greendale Elementary School, Aiken, SC February
- Shockley, K (2004). *Using cultural models for increasing academic achievement for all children*. Aiken County Public Schools, Aiken, SC., February
- Shockley, K (2004). *A scholar in residence speaks on culture and education*. National Black Graduate Student Conference, Cincinnati, OH., March
- Shockley, K (2004). *Tips and strategies for working with youth of color: The agency of culture*, University of Maryland, College Park, MD, May

Shockley, K (2004). *Imperatives for teaching and reaching disadvantaged youth: Tips for D.C. Teachers*, DC Public Schools, C.W. Harris Elementary, Washington, D.C., March

RESEARCH and CONSULTING

Consulted about issues related to teaching and reaching diverse student populations at a variety of universities and institutions including:

Oklahoma City Public Charter School (OK)
Oklahoma City Alliance of Black School Educators (OK)
Blackville-Hilda Public School System (SC)
Edward Waters College (FL)
University of Cincinnati
University of Maryland
Washington, DC Public Schools
Fairfax County Public Schools
Metropolitan School District of Lawrence Township (Indiana)
Prince George's County Public Schools
South Carolina Alliance of Black School Educators
South Carolina Alliance of School Administrators
Kansas Alliance of Black School Educators
Washington Alliance of Black School Educators
North Carolina Central University

PROFESSIONAL DISTINCTIONS and ACADEMIC HONORS

Award - Best Article in a Scholarly Journal, *Journal of Black Studies* (2011)
Keynote Speaker, Oklahoma City Alliance of Black School Educators (2010)
Finalist, George Mason University Teaching Excellence Award (2009)
Int'l. Journal of Education Policy & Leadership, a "Most Read Article" distinction (2008)
Chosen for a major Consultancy for Edward Waters College, Department of Education (2008)
Keynoter for Major Research Conference, University of Maryland, College Park (2008)
Outstanding Keynote Speaker, Edward Waters College, Jacksonville, FL (2008)
Outstanding Keynote Speaker, Emory University, Atlanta, GA (2007)
Outstanding Keynote Speaker, University of North Texas, Denton, TX (2006)
Appointed to the Board of Trustees for Nia Public Charter School in D.C. (2005-2008)
Member, Village of Agogo in Ghana, West Africa (2004)
National Black Graduate Student Conference Scholar-in-Residence (2003)
Kappa Delta Pi (International Honors Society in Education) (2002)
Phi Beta Sigma Fraternity, Incorporated (2002)
Selected to the 22nd David Clark Annual National Graduate Student Research Seminar (03)
Recipient of the Outstanding Student Leadership Award from the Office of Graduate Minority Education and Graduate Student Government (2000)
Recipient of Graduate Minority Education Doctoral Scholarship (2000)
Full Assistantship, University of Maryland, College Park, MD (1999)
Recipient of the Living Legend Award from the University of Cincinnati and City of Cincinnati (1999)
Full Scholarship for Grad Studies at the University of Cincinnati (1997)

CERTIFICATIONS ACQUIRED

Ohio Teaching License (K-8th Grade Teaching, 1995-1998)

Virginia Teaching License (Middle School Social Studies, 1998-1999)

PROFESSIONAL PUBLIC SERVICE

Consultancies:

Camp Gye Nyame, Consulting on the best practices for reaching inner city youth for the summer program component, and year-round after school enrichment program, also coordinating a mentoring program for youth without fathers, Cincinnati, OH (2000-2003)

University of Maryland Office of Human Relations Programs, Consulting on leadership practices for student leaders, College Park, MD (2004)

North Carolina Central University College of Education, Major Speaker for their *Teacher Summit*, Durham, NC (2006)

Organization Memberships:

University Council on Educational Administration, 2001-

American Education Research Association, 2001-

Politics of Education Association, 2001-2002

REFERENCES

Available Upon Request



Zolunda M. Greenwood

6909 Briar Creek Drive
(405) 604-0028 Home / (804) 943-9372 Cell
zosgreen@yahoo.com

Educational Director/ Administrator

Genuine, compassionate, committed resourceful, dedicated and goal driven professional educator with a solid commitment to the social, academic growth and development of all children.

Areas of Teaching Proficiency Include the Following

- Working with Diverse populations
- Assessment Tools and Data Desegregation
- Meeting State Compliances
- Parental and Community Involvement
- Program Development and Evaluation
- Attendance and Grade Reports
- Educational Administration
- Individual Education Plans
- Safety
- Extra curricular Implementation/ Involvement
- Development of Budgeting and Forecasting
- Team Building /Team Player
- Managing Staff Members
- Professional Behavior

EDUCATION & QUALIFICATION

MASTERS OF ARTS (2006)

Virginia State University, Petersburg Virginia
* Educational Administration and Supervision

BACHELORS OF ARTS (1999)

California State Los Angeles, Los Angeles California
* Interdisciplinary Studies / Minor in Education

ASSOCIATE OF ARTS (1991)

Los Angeles Valley College, Los Angeles California
* Liberal Arts & Science/ Minor in Child Development

State of Texas Teacher License

State of Virginia Teacher License

State of Virginia Education Administration and Supervision License

PROFESSIONAL TEACHING EXPERIENCE

2009 – 2010

CROSBY ELEMENTARY SCHOOL – EL PASO, TX

Lead Facilitator (2nd Grade)

Demonstrate knowledge of pedagogy by teaching Reading skills to a multicultural/ bilingual class. Maintained discipline built character, assessed student learning, collect data and teach according to student needs communicated with parents,

2007 – 2009

G. H. REID ELEMENTARY SCHOOL- RICHMOND, VA

Lead Educator / Grade Level Chair (4th and 5th Grade)

Taught Inclusion classes. Taught 4th grade and 5th Grade students State Standards and Character development. All students mastered their State Standards with 100%. As Grade Level Chair responsible for the smooth operations of the entire 5th grade hall.

- * Director of the After School Program & Saturday Academy (2007 – 2009)
- *Teacher Mentor (2007- 2009)
- * Fourth Grade Representative for Teach First (2007 -2008)
- *Director of Over- Age youth Program (2004- 2007)

Affiliations

Friendship Baptist Church, VEA, NEA,