



Transformation Redesign Diagnostic

Timbuktu Academy of Science and Technology

Timbuktu Academy of Science and Technology

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Introduction

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

PART A: REFORM TEAM PERSONNEL

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

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PART B: TEACHING AND LEARNING PRIORITIES

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

Timbuktu will implement three "big ideas" in the reform/redesign plan that are intended to change teaching and learning in 2012-2016; 1) Implementing a Data-Driven Instructional Learning Cycle, for improved instruction and enhanced student learning by mastering the Common Core State Standards, 2) Building a school-wide consistent Student Classroom Behavior and Teaching Culture, a foundation for successful instruction and student learning, 3) Implementing an Embedded Teacher Professional Development System, to introduce, support and sustain the implementation of the reform/redesign plan.

I. Implement a Data-Driven Instructional Learning Cycle

In August 2012, Timbuktu teachers received Professional Development training to implement a Data-Driven Instructional Learning Cycle, including several days on how to analyze student data (workshop agenda attached). The system described by Santoyo. In Driven By Data, and in Leveraged Leadership, were tailored to Timbuktu. The Professional Teaching and Learning Cycle developed by the Southwest Educational Development Laboratory (SEDL) was also an influence.

The purpose of the Data-Driven Instructional and Learning Cycle is to directly impact Timbuktu's classroom instruction and student learning. It is a vehicle for teacher collaboration and sharing, to improve alignment of curriculum and instruction, and to use assessments to determine student's mastery of the Common Core State Standards.

The Cycle consists of six components: Collaboration, Assessment, Analysis, Action, Culture and Observations of teachers with feedback and coaching.

Timbuktu teachers received training in eight steps in the cycle:

Collaboration: Training in strategies to collaborate on improving instructional planning by planning their yearly curriculum starting with the end of school year in mind. Faculty collaborated on identifying and understanding the State Standards, and standards students missed on the past MEAP tests

Assessment: How to develop rigorous formative and summative pre and post assessments and the importance of interim assessments

Analysis of Pre-test: Administer pre-test and conduct an analyses using the results to prepare lesson plans and teaching strategies to teach the Standard(s) at the class and individual students level

Action: Implement instructional strategies

Analysis of Post Assessment: After teaching the planned lessons, administer the post assessment; analyze the results to improve instruction

Administer Interim Assessments: Every 4-6 weeks, administer interim assessments, analyze use the results to improve instruction.

Observations: Timbuktu's principal, observes each teacher at least twice a week, giving feedback and coaching weekly

Classroom Culture: Build a consistent school-wide student classroom culture for successful instruction and student learning. A cultural audit will be administered twice yearly

II. Classroom Behavior and Culture System

The successful implementation of Timbuktu's Instructional and Learning Cycle requires a supportive classroom culture.

Timbuktu will train teachers in February 2013 in a two-day workshop to build a supportive classroom behavior and culture system based on five principles developed by Doug Lemov, author, Teach Like A Champion, with a team from Uncommon Schools. They have also developed a Train-the-Trainer workshop on this subject for school leaders

The workshop is designed to support Timbuktu teachers in creating a structured learning environment and in creating an engaging classroom culture. The techniques will address how to effectively teach classroom routines to students, how to give clear directions to students, how to get 100% of students to follow the teachers directions and participate in lessons, how to incorporate joy into the teacher's instruction, and

how to use praise and positive framing to support strong relationships with Timbuktu students.

Two Timbuktu administrators on the Priority Transformation Team attended the November Train-The-Trainers workshop in New York.

Timbuktu's principal will attend the workshop in December and will assist in training

Timbuktu teachers to implement the system

III. Implement a Highly Effective Embedded Professional Development System

Timbuktu will implement an Embedded Professional Development System. The system is guided by several researched based approaches and tailored to Timbuktu. Killion and Roy's Backmapping Model for Planning Results-Based Professional Learning, Killion, J. & Roy, P.

(2009). *Becoming a Learning School*. Oxford, OH: NSDC. and Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author, and the work of Parry Graham and William M. Ferriter *Building a Professional Learning Community at Work: A Guide to the First Year*. Solution Tree (Nov 2009)

It is absolutely critical to have highly trained effective teachers at Timbuktu. Effective teachers are directly related to high student academic performance. The embedded PD training for teachers will be implemented to introduce and sustain the new programs in the Academy's reform/redesign plan. There will be regular PD's on continuous improvement of the Data-Driven Instructional and Learning Cycle, teacher training on data analysis to the individual student level, with skills to develop rigorous assessments, effective lesson plans and teaching strategies. There will be re-enforcement training for teachers on implementing the new student classroom behavior and culture system and PD's based on the principal's teacher observations, and committees assigned to assist with identifying development needs.

The Academy will assure that the PD information is embedded in the classrooms, with the principal conducting twice weekly teacher classroom observations, reviewing student work, test results and teacher evaluations.

State what data were used to identify these ideas.

The three key "big ideas" for Timbuktu's reform/redesign plan are based on the following supporting data and rational. Timbuktu did not have a Data-Driven Instructional and Learning Cycle in place before August 2012.

Support for this Big Idea: There was some staff training conducted in 2010/2011 on how to analyze student data to inform instruction.

Timbuktu saw some student growth, but not nearly enough. The attached MEAP tables demonstrate a slight increase in proficiency levels as a result of a focus on teacher training in student data analysis that took place in 2010-11. Although the staff training took place, the implementation was not fully applied. This was recognized through review of lesson plans that were not driven by data, teacher observations, lack of data dialogue meetings, and the absence of strategies that would improve instruction. This information helped the school leadership realized that most teachers needed additional training and in how to effectively analyze the MEAP and Scantron test results to inform instruction.

In addition, the slight increase in MEAP over the years makes the case that when teachers received some training, they seem to apply part of it to good effect. In third grade, reading increased in proficiency from 12% to 23%; fourth grade: 39% to 49%; fifth grade: 20% to 34%; sixth grade: 22% to 26%; seventh and eighth grade showed no growth. In math although the gains were slight, it also demonstrates that proper training around the use of data and following through will bring better results.

Also, effective use of student data is further demonstrated from the disaggregated analysis of scores by teachers and grade level for second grade on the NWEA and Scantron which points out that Timbuktu students are not being well prepared in Kindergarten and first grade in order to handle the rigors of second grade. On the Scantron 2011 fall data, 2nd grade failed to meet their target gains by 82% in reading and 84% in math. As a result of this analysis, Timbuktu will focus its attention on providing curriculum and training for Kindergarten, first and second grade teachers, in the math and reading area and provide the teachers with reading and math coaches to ensure effective

transference.

Based on research and best practices, Timbuktu understands that implementing data driven instruction and decision-making systems will improve instruction and student achievement.

In the past three years, there has not been a consistent Classroom Behavioral Culture at Timbuktu which is necessary for building conditions for improved instruction and student learning. The successful implementation of the Instructional and Learning Cycle, the effective implementation of the curriculum and effective instruction requires a consistent supportive classroom behavioral culture.

Support for this "big idea" is based on information/data collected from the discipline and suspensions record during the 2010-2011 (See attachment). Also there were principal observations of classrooms in which no consistent behavioral expectations were apparent and teacher complaints about students' behavioral issues in class were interfering with student learning. The lack of consistency between grade levels was making the understanding and internalizing of expectations difficult for students learning. There has been an inordinate amount of time spent on classroom behavioral concerns rather than on bell-to-bell teaching and learning. Therefore, after much research Timbuktu will conduct PD training of teachers in 2013 to build a supporting classroom behavior and culture system implementing the five Principles of Classroom Culture, developed by Doug Lemov, author, Teach Like A Champion and an Uncommon Schools team.

The Job Embedded Professional Development "big idea" is supported by principal classroom observations, teacher evaluations, reviewing student work and conducting coaching sessions with teachers. Over the past several years, teams of teachers have attended, professional development training workshops on subjects such as, ZooPhonics, Reading and Writing as a Process, Singapore Math, Reading Workshop, Whole Brain Teaching, Calendar Math, Pattern-Based Writing teaching resulting in an initial excitement and interest, but frustration eventually overcame teachers and implementation of the program was not done with fidelity.

Regardless of the PDs teachers have attended, we find that the information is not fully utilized unless they have support in applying in their classroom. There is a lack of support in application to teachers specific classroom construct.

Beginning in 2013 and continuing through 2016, the Academy will use data and committees as part of an ongoing cycle of instructional improvement as a determinate of teacher PD needs. In the past, Timbuktu did not have a systemic way of observing teachers in the classroom as a way of determining PD needs, nor did the Academy have a PD committee, a curriculum committee nor was the School Improvement Committee focused on teacher PD. "The Academy will use detailed analysis of the school administrator's observations using the Danielson's model and Go-Observe to assist in identifying PD needs along with establishing the PD Curriculum Committee and having the School Improvement Committee involved in PD suggestions. The Go Observe system enables school administrators to conduct their classroom Observations and Walkthroughs in a totally mobile and paperless environment on an iPad based upon the Danielson Framework. The results from these observations, as well as the results garnered from the Teachscape camera "Lucy" a teacher observation and evaluation tool provided by MAPSA will help to identify PD needs to strengthen teaching practices. "

There will be Professional Development training for staff on classroom culture and behavior and the embedded system will be in place to see that there is consistency across Timbuktu.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Timbuktu's Board of Directors appointed Cha-Rhonda Edgerson Principal of Timbuktu Academy K-8 in the 2011-2012 school year, for a period of 2011-2016. Cha-Rhonda meets the criteria for a turnaround leader for a variety of reasons. Cha-Rhonda earned her Bachelor's Degree from Wayne State University in Elementary Education. She continued her education at the University of Detroit Mercy where she obtained her Masters Degree in Educational Leadership and also her Administrators Certificate. While receiving her formal training at the Universities, Cha-Rhonda acquired knowledge through her courses in school improvement systems, as well as experience in summative, formative and interim assessments and student data analysis. These courses gave her a strong foundation in a data-driven school redesign/transform process.

Cha-Rhonda was a classroom room teacher at the elementary and middle school level for ten years prior to becoming an Assistant Principal. She served in that position for six years until she was appointed Principal of the elementary school in 2011- 2012 of the elementary school. Cha-Rhonda was an effective classroom teacher before taking on various administrator roles - director of curriculum and assistant principal. She is an instructional leader that has great credibility with teachers. She has the great ability to guide, direct and influence people. Another important factor that adds to her effectiveness is that she grew up on the east side of Detroit, knows the community and is held in high regard by the parents and community. Further, she understands the need to transform Timbuktu and has been a part of outlining the actions required to transform the school. She has been a supportive and contributing participant in all strategic meetings with the Board, Superintendent and Management Company.

Timbuktu Academy of Science and Technology (TAST) looks for someone to be the principal who: "- Is an instructional leader with a vision for the school, has the capacity to impact and influence the teachers for whom he/she is leading. The willingness to share effective practices and stays current with researched based curriculum and pedagogy. Is a highly effective communicator, with a passion to lead and inspire those for whom he/she is in charge and understands the business side of the school. "- The willingness to work tirelessly for the benefit of all children and staff and is a collaborator. Has a belief that schools exist for the sole purpose of educating children and giving them an opportunity to have equity in their education. Someone that has the belief that all children have greatness, can achieve, and that closing the achievement gap is a reality. -Someone who thoroughly understands the community in which he/she serves." (See attachments of her credentials and the Principal's job descriptions.)

--Responsible persons: Superintendent; Management Company

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Timbuktu's teacher and principal evaluation process is guided by the Academy's participation as a member of the TEAMS project, a federal research project administered by MAPSA (Michigan Association of Public School Academies). Through this collaboration with the TEAMS project, Timbuktu is provided with teacher and principal evaluative tools, Charlotte Danielson's Framework, Teachescape camera and the "Vanderbilt Assessment of Leadership in Education "VAL-ED" for the principal that includes student growth as a significant factor. (See Attached)

Timbuktu completed research on the Charlotte Danielson evaluation model in November 2012 and there was collaborative effort by teachers, principal and the TEAMS projects in selecting it as Timbuktu's evaluation model for 2012-2016. Timbuktu faculty received training on the Danielson model as well as given her book to read. This evaluation tool includes rubrics related to Danielson's four domains of teaching. These four domains will be used by Timbuktu. There will also be an end of year evaluation summary spreadsheet of rubric scores for professional development purposes based upon the principal conducting a minimum of one 30-45 minute informal classroom observation, a minimum of one 30-45 formal classroom observation, and a number of short observations throughout the year. Student growth indicators are a significant component as measured by multiple assessments results of students: the formative and summative test results including assessments results from Scantron, MEAP and Study Island. The two main teacher observations will include the teacher's self-assessment rubrics. The principal will compile observation rubrics and the final observation rubric at the end of the year. These rubrics will be developed in the spring of 2013.

For 2012-2016, Timbuktu's principal evaluation will utilize the "Vanderbilt Assessment of Leadership in Education, VAL-ED, an instrument for assessing principal instructional leadership. This tool and process was collaboratively selected by the principal, superintendent, CEO of the management company, and TEAMS project. In addition, Timbuktu will comply with The Revised School Code (Excerpt) Act 451 of 1976, 380.1249 Performance evaluation system for teachers and school administrators. See Attached

The principal of Timbuktu will have a formal evaluation twice a year by the superintendent, CEO of the management company and board chair. The key evaluation tool includes rubrics related to VAL-ED's six core components of effective leadership, including student growth goals. VAL-ED provides an aggregate profile, of data based on feedback from multiple perspectives, Timbuktu teachers, administrators and improvement team. The principal evaluation includes longitudinal data on student academic growth.

In addition, an end of year evaluation summary, spreadsheet of rubric scores for professional development purposes for the principal based upon the superintendent conducting a minimum of one 30-45 informal observation, of the principal, a minimum of one 30-45 formal observation and a number of short observations throughout the year. The two main observations will include the principal's self-assessment rubrics, and the superintendent will compile observation rubrics and the final observation rubric. These rubrics will be developed in the spring of 2013. (See Attached Timeline Calendar)

For the 2012-2016 school year, the evaluative steps for teachers Timbuktu will adhere to :

1. self-assessment, identification of priorities
 2. goal-setting conference and conversations with administrator, leading to Professional Development Plan
 3. the Data-Driven Instructional Learning cycle - weekly formal classroom evaluations and post-conferences, collecting of artifacts, data to provide evidence that teachers are meeting and exceeding the standards. Observations: minimum of 45 minutes or entire period; pre-conference first and post conference within 5 days.
 4. the Mid-Year Review, February. If areas in which proficiency has yet to be demonstrated they are identified during the mid-year review.
 - 5: continued visit, documentation and artifacts gathered to support proficiency or lack of proficiency. For those which proficiency has yet to be demonstrated: A Monitored Growth Plan, frequent meetings to determine progress, assistance and support. Teachers and administrator continue to gather documentation, artifacts and visit classrooms to support proficiency or lack of proficiency in the standards. (If mid-year review goes well, a summary evaluation/end-of-year review in the month of April/May); however, visits and weekly Timbuktu Academy of Science and Technology will continue.
 - 6: summary evaluation/end-of-year review end of evaluation cycle. If not 'proficient' or higher on standards, placed on a "Monitored" growth plan following year. If a second consecutive year rating = 'developing' (i.e. not proficient) one or more of same standards = "Directed" growth plan, with serious possible outcomes. April/May"
- Back to Step 1. Reflection and self-awareness are critical to effective teaching and learning.

For the 2012-2016 school year, the evaluative steps for the principal Timbuktu will adhere to are:

1. In August the Principal will reflect on self-assessment, identification of priorities .
2. Goal-setting conference between the Superintendent, CEO management company, board chair, principal to reach agreement on goals, review the process
3. An evidence collection period for principal, evaluator to gather information; Superintendent to observe practice
4. A mid-year Superintendent review to provide ongoing, timely feedback
5. An end-of-year summative review to assemble all summary information, conference to review and discuss
6. Summative performance rating to complete the review signed by principal and evaluator
7. Development of growth plan and/or implementation of consequences

--Responsible: Superintendent, CEO, Teacher, Principal

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

Timbuktu's teacher and principal rewards and incentives are predicated on our being a member of the TEAMS project grant administered by MAPSA, 2011-2016. While Timbuktu is engaged in the TEAMS project no additional incentives are encouraged for teachers or the principal. The TEAMS project provides monetary gains by our participation in the Project through the "Teacher Incentive Fund Grant. The goal is to see if school leaders and teachers will increase their effectiveness through financial incentives. Therefore Timbuktu certified teachers have the opportunity to earn up to 15% of their base salary based on the following criteria and formula. (See attached TEAMS stipulations for providing rewards and incentives document.)

Each teacher's performance will be measured according to the criteria/ formula that consistently and effectively demonstrates results in each subject area, grade and building across the schools. The following pillars will be used to evaluate Timbuktu's teachers' performance:

- Achievement growth (current students) =40%
- Achievement growth (prior year students) =15%
- School-wide performance =15%
- Third-party observation of teacher effectiveness=30% (See attachment)

The leadership also has the opportunity to receive up to 15% of her base salary based on the following criteria/formula:

- School-wide student achievement performance growth =50%
- Teacher student growth performance=16.7%
- Third-party observations of school leader effectiveness=13.3%
- Val-ED Assessment -360 degree review of school leader effectiveness= 20% (See attachment)

Timbuktu teachers who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes and have been given professional development support and scaffolding and still fail to meet the standards of the school and/or their students do not reflect mastery of material they may be put on probation. The probation of the teacher will include strict additional professional development plan predicated on the needs of the teacher obtained through Timbuktu's Data-Driven Instructional Cycle. However, depending on the history of the teacher, if deemed necessary, and more beneficial for the students learning, their one year at-will

contract will not be renewed. The school will avail the teacher placed on the "Monitored" growth plan with mentor teachers, modeling provided by veteran teachers, technical support with Power school, coaching, etc. The evaluation is based on perception, data, process data and student achievement data.

Each teacher, leader and staff member at Timbuktu is on an at-will yearly contract and can be removed at anytime a person is not performing adequately enhancing students academically. The first step depending on the teacher is probation and a plan of action to improve with coaching and weekly meetings with the principal. In terms of staff, the principal makes a recommendation to the Superintendent and CEO of the Management Company and in regards to the principal removal the Superintendent recommends to the CEO in consultation with the Board.

--Responsible persons: Superintendent, Management Company, Principal

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

At Timbuktu, our Professional Development (PD) plan for 2012-2016, is a collaborative effort between teachers, administrators, Management Company, stakeholders who are part of the PD committee. We have input through teacher surveys and achievement data from local, national, and state assessments. Results from implementing Timbuktu's Data-Driven Instructional Learning Cycle, principal teacher classroom observations. Beginning 2012-2016 we will add a parent component to the committee. Research clearly shows that family involvement improves academic outcomes for our students.

Our Professional Development is aligned to the School Improvement Plan. Timbuktu plans and timelines are for ongoing, high quality, job embedded professional learning, and shows how professional learning are aligned and designed to ensure effective teaching and learning and effective classroom culture, the effective implementation of the reform/redesign plan, the Instructional Learning Cycle, developing a student and faculty culture, and assessing to make sure the Academy fosters a continuously embedded teacher professional development system.

Timbuktu's implementation plan of an ongoing, high quality; job embedded professional learning system is influenced by the work of Killion and Roy's Backmapping Model for Planning Results-Based Professional Learning, Killion, J. & Roy, P. (2009). *Becoming a Learning School*. Oxford, OH: NSDC. and Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author. "The Professional Development Committee (PDC) is charged with the careful monitoring of PD planned activities that are implemented to meet the Instructional Learning Cycle goals for improving teaching and student achievement. Moving forward we will be meeting on a monthly bases. (See attachments) In the defining Timbuktu's PD committee the group will utilize the Backmapping model outlined by Killion and Roy. The Backmapping model is a tool staff developers can use to plan results-based professional development. The process is driven by the end result Timbuktu wants. There are five phases: "

Phase 1: Determine student-learning needs by analyzing data"

Phase 2: "Determine educator's knowledge, skills, attitudes and behaviors based on student learning needs

Phase 3: "Conduct analysis of available professional development interventions"

Phase 4: "Select and implement a professional development intervention including an evaluation"

Phase 5: "Provide ongoing support, coaching and feedback.

The Backmapping model holds that for teacher learning to truly matter, "it needs to take place in a more active and coherent intellectual environment, one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made.

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Professional teaching and learning must be embedded in the operational and organizational structures where teachers can practice what they are learning."

The Professional Development Committee, with the principal and Superintendent of Timbuktu will put the plans together, (1) Utilizing the guidelines of the set procedures and guidelines so that the committee can function efficiently. (2) Articulating professional development strategies such as action research, study groups, teacher collaborative that focus on looking at student work; (3) Focusing on use of data to drive decisions regarding PD opportunities; (4) Routinely reviewing multiple sources of data from professional development activities and documenting the link to student achievement. (5) Communicating implementation results to stakeholders and the public.

At Timbuktu, in the 2012-2016 school year, we will align our assessment data to the curriculum, with the professional development resulting from the results and continuous ongoing professional development, and monitoring of new initiative until the new program is working masterfully, and resulting in greater student achievement.

Timbuktu Academy's Professional Development Committee will be tasked to select professional development topics that reflect the needs of the school and support the three "big ideas" in Timbuktu's redesign plan: "

- Job-embedded, supported by coaching, modeling, observation, and feedback based professional learning communities and learning teams.
- Data driven using formative and summative data as and research based and linked to analysis of teaching and student learning
- Focused on specific curriculum content and pedagogy needed to teach the academic content effectively. "
- Have the capacity to be implemented with fidelity to the design of the professional learning cycle, and can be continuously monitored for implementation and feedback. "
- Inclusive of stakeholder input for making decisions about program improvement. "
- Include input from the Principal gathered from information during his/her classroom observations, scrutiny of student work, review of faculty lesson plans, reflective videos of the faculty work in the classroom, and discussions and feedback sessions with staff. (See PD Calendar)

-- Responsible persons: Superintendent, Management Company, Principal

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

For the 2012-2016 school year Timbuktu has specific paid leadership opportunities provided by the TEAMS project. Several of the leadership opportunities are paid positions (\$4000 per year) that are available to the teachers for example: serving as mentor teachers who continue to teach in the classroom, Professional Learning Community leaders, and coordinating assessment test. ("Teach one - teach all."). For all of these opportunities teachers will receive training and coaching strategies, protocol and best practices.

Timbuktu staff through the TEAMS (MAPSA) project has an opportunity to work in the program called train-the trainer model to build the capacity required to train every teacher at Timbuktu. Timbuktu was asked to identify three teachers to serve as mentor teachers and one teacher to serve as the Professional Learning Community (PLC) leader. "In terms of attracting and retaining staff at Timbuktu, the school makes the job postings attractive by marketing the school's flexible scheduling, competitive wages and pay incentives that are offered to staff. TIMBUKTU ACADEMY uses three major avenues to recruit teachers and staff, MAPSA, Wayne RESA and Michigan Talent Bank and Teach for America. There are also funds that are part of the grant that have been allocated to recruiting teachers in certain shortage areas. For the 2013-2016 school year Timbuktu will also implement a program whereby retired teachers who are experts in their field and want to work part-time will be hired. The benefit will be that part-time teachers will help to facilitate rapid turn around. They will used decrease classroom size, promote smaller groups in the classroom, new teacher will received a level of expertise to complement their work, a hole will be filled while the less experienced teachers are learning. In addition, it will provide flexible hours for younger teachers with families. More important this arrangement will result in higher achievement by students. Timbuktu's leadership believes that the value of such a program

cannot be underestimated in boosting student success.

Responsible persons: Management, Principal

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Timbuktu will use data to identify and implement instructional programs that are researched-based and aligned from grade to grade to the next, as well as with state standards.

During the 2011-12 school year at one of the collaborative assessment data dialogue meetings, with teachers, principal, school improvement team, reviewing the 2010-11 MEAP reading scores it was determined that many students were reading years below grade level and that perhaps the curriculum and instruction were not effectively meeting the needs of Timbuktu's students.

The schools collaborative dialogue team devised a plan to change the reading program for the 2011-2012 school year in grades 3-8 by implementing several researched based instructional programs to improve areas of weakness, and a plan to provide small group instruction to ensure students' diverse needs were being met. Journey's Houghton, Mifflin, School Publisher reading program was adopted for K-6 and Phonics First, Study Island and Zoophonics for K-3rd. Making Meaning, a read aloud program which uses a scripted approach to teach comprehension skills and utilizes "think-alouds" to encourage discourse and a deeper understanding of the story elements was adopted for grades 7-8.

As a result of these changes in program, the scores on the 2012 MEAP in third grade reading increased in proficiency from 12% to 23%; fourth grade 39% to 49%; fifth grade 20% to 34%; sixth grade 22% to 26%. Although seventh and eighth grade showed no growth, it was agreed that those grades needed to be further analyzed for efficacy and to determine whether there is a need to switch to something else and/or provide imbedded teacher coaching. It was also surmised that students at those grade levels needed motivation to read more. To foster a love for independent reading the Accelerated Reading program was implemented in 2012 to ensure students have access to ample supply of books which match their interest and reading level. Based on research, this program has helped to motivate students to read while tracking their reading comprehension.

In addition, it was also determined through collaborative data dialogue that the disaggregated scores by grade level illustrated; second grade on the 2010-2011 NWEA and the base line scores of the 2012 fall Scranton indicated Timbuktu students in kindergarten and first grade are not being well prepared to handle the rigors of second grade. On the Scantron 2012 fall data 2nd grade failed to meet their target gains by 82% in reading and 84% in math. (see attachment, Ed Performance) As a result Timbuktu must focus its attention on providing curriculum and training for kindergarten, first and second grade teachers, in the math and reading area and provide the teachers with reading and math coaches to ensure effective transference. The School Improvement Committee, principal and teachers concur that the instructional material is adequate, but the effective transference may be the issue. Staff training will continue until the programs mentioned above are firmly embedded into the culture of the school.

Other examples of how Timbuktu utilizes data to identify and implement an instructional program based on research are the 2010 MEAP scores. They show only 3% of the 4th graders proficient in writing and only 7% of 7th graders were proficient. As a result Timbuktu instituted the Pattern Based writing program. The 2011-2012 MEAP scores show writing increased to 20% in 2011 and decreased 0% in 2012 in 4th grade. Seventh grade shows a steady increase from 6% in 2010, 11% in 2011 and 33% 2012. Also, Timbuktu incorporated a new reading program in 2011 to address the low MEAP reading scores in all of the grade levels. The 2012 scores with the exception of 4th grade increased. The MEAP scores may indicate that the 4th grade instructor was not using the reading or writing program with efficacy, therefore

embedded professional development may be necessary. (See MEAP Scores attached)

To continue to improve a data use for evidenced-based instructional programs a data coach started in January 2013. She will assist teachers in developing student assessments, which are aligned with state and national curriculum standards. Will inform teachers on the use the data to improve student performance to drive student data qualifiers, focus on curriculum, curriculum audit, alignment, scope and sequence units of study, standards unwrapping, curricular review process, alignment of intervention and enrichment materials, focus on instruction, instructional coaching in support of best practices, support for systematic focused results-based vertical and horizontal. Timbuktu has created a data wall to track individual classes progress. The data wall will help teachers monitor student progress and ensure that students who need additional intervention receive the support they need. A calendar has been developed for meeting times and types of meetings based on the recommendations of the National Staff Development Council (See attached.) The School improvement team is charged with having data dialogue conversations that include setting goals in areas identified for improvement, examining best practices to be used school-wide, and identifying bench-marks to measure growth in student achievement.

Given Timbuktu's intentional effort in implementing purposeful data driven instructional cycles, resources and programs currently in place will undergo a review process. It will commence the end of the 2012-13 school year and continue. It will include grade level teachers, school administration, school improvement plan committee, and parents. (See attached steps)

In the recursive monitoring and improvement process, decisions will be made collaboratively. Data will be used to support the integration of new initiatives that are evidenced-based.

Responsible persons Grade level teachers, school administration, school improvement committee, and parents

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

Timbuktu Academy's plan for the rapid turn-around for the 2012-2016 year is to promote the continuous use of individual student data to inform and differentiate instruction to meet individual students needs by implementing the Instructional Learning Cycle influenced by the work of Paul Santoyo in Driven by Data, and Leveraged Leadership and the Southwest Educational Development Laboratory (SEDL), Professional Teaching and Learning Cycle. The Instructional Learning Cycle provides the foundation for instruction excellence.

In August 2012, during the Academy's retreat, the Timbuktu teachers were trained in the following eight-step cycle. "Collaboration: Training in strategies to collaborate on improving instructional planning by planning their yearly curriculum starting with the end of school year in mind.

Faculty collaborated on identifying and understanding the State Standards, and standards students missed on the past MEAP tests

Assessment: How to develop rigorous formative and summative pre and post assessments and the importance of interim assessments

Analysis of Pre-test: Administer pre-test and conduct an analyses using the results to prepare lesson plans and teaching strategies to teach the Standard(s) at the class and individual students level

Action: Implement instructional strategies

Analysis of Post Assessment: After teaching the planned lessons, administer the post assessment; analyze the results to improve instruction

Administer Interim Assessments: Every 4-6 weeks, administer interim assessments, analyze use the results to improve instruction

Observations: Timbuktu's principal, observes each teacher at least twice a week, giving feedback and coaching weekly

Classroom Culture: Build a consistent school-wide student classroom culture for successful instruction and student learning. A cultural audit will be administered twice yearly

Workshops on how to aggregate the assessment data using Orange Grove which warehouses Timbuktu data was also conducted during the

Transformation Redesign Diagnostic

Timbuktu Academy of Science and Technology

August week. Orange Grove is a web-based tool built for school performance management; it helps schools identify learning needs, implement interventions, monitor progress, determine effectiveness, and highlights areas for potential course corrections that can help schools achieve desired performance goals. Each week the students are dismissed early given the faculty 2 hours to work collaboratively to work on breaking down the data in order to address individual students. (See the forms required to determine individual students needs and grouping of students.)

During the 2012-2016 school years Timbuktu has also retained the services of Red Cedar Solutions. Orange Grove is an offshoot of Red Cedar. Red Cedar's strength as a company is in its rich understanding of data and the ability to turn data into useful information. Through Orange Grove they collect the data, analyzed, and present to users in ways that will assist thorough utilization of the student assessment data. Maria E. (Kenis) Wallev and, the Educational Specialist from the Read Cedar Solutions Group to inform teacher on how to use the data to improve student performance to drive student data qualifiers. "1. Focus on Curriculum"--Curriculum Audit, Alignment, scope and sequence units of study, standards unwrapping, curricular review process, alignment of intervention and enrichment materials, focus on instruction, instructional coaching in support of best practices, support for systematic, focused, results-based vertical and horizontal.

PLCs"--Support for scaffolding and differentiating instruction, instructional planning, focus on assessment, formative, summative and diagnostic assessment use to determine instructional strategies and make instructional decisions, assessments aligned with standards and curriculum, data to drive school improvement initiatives, comprehensive performance management system (recursive school improvement process), assessment data used to systematically guide and support individual student needs --Focus on Culture and Leadership"--Establish common language for shared leadership and teacher leadership focused on student achievement

Further, Timbuktu has been working with JoAnn Hurd Andrees, the assigned Intervention Specialist to ensure their understanding of how to look at the data and gear it to individual student data. Timbuktu is also working with Garnet Green, from RESA who serves as the schools School Improvement facilitator. (See Types of data conversation and PD calendar"for timeline)

Responsible person: Principal, School Improvement Team

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

This year, Timbuktu has increased the school day by 30 minutes. Dismissal is now at 4:00 instead of 3:30.

For the 2012-2016 school years, Timbuktu has set aside every Friday from 2:00 - 4:30 for the Professional Development time. The students are dismissed early on Fridays. There are also days set aside for meeting with the Principal for reviews and feedback during their planning period. "All addition instructional time has been focused on strategies and initiatives and goals on the aligned to the Common Core State Standards in all subject area.

Timbuktu regular school day is nearly two hours longer than the traditional public school day, allowing many students extended reading classes and an extended math class with tutoring available during and after school, block schedule for the middle school which allows for longer class time. "(See attached schedules)

--Responsible person: Principal, Superintendent, and Management

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

Timbuktu formed a parent involvement committee in the spring 2012. Committee members are parents, board members, the CEO of the management company, teachers and the principal of Timbuktu. The purpose is to research and collaborate on strategies to increase parent involvement so that they better understand how to assist with enhancing their child(ren) academic success.

The committee has had one meeting reviewing and evaluating the current strategies, the planned strategies and successful models being used in other schools. The committee invited a speaker from Family and Community Services to share successful models. The committee will remain in existence 2012-2016 meeting every other Board meeting, working collaboratively to increase parental involvement in Timbuktu. They will also develop a parent survey and conduct parent interviews in order to ascertain how to better involve parents and to determine the effectiveness of the strategies implemented.

Timbuktu leadership has realized through experience and research that parental and community engagement has long been identified as having a clear and positive relationship on the success of children's academic performance.

Academic Focus-Parent Involvement Strategies Implemented 2011-2012 Focusing on Academics to be Continued 2013-2016

-A parent portal is open on Power School so that parents have access to their student's school information and are encouraged to use the portal to stay in touch with their child's progress. Teachers are required to make weekly calls to keep the parents involved and engaged. -

Reading Night: The program, is focused on family literacy and bringing families together to participate in literacy-building activities. "-Yearly career fair. In the spring TAST invites men and women representing varied careers in the community to participate in the annual fair.

It provides the students with opportunities to see if they are interested in working a particular career.

Timbuktu Current Traditional Social Outreach Activities for Parents including, but are not limited to the following activities (part of the school culture): "Karamu Celebration and -Umoja Karamu Celebration -A thanksgiving and a winter holiday feast open to the entire school community

-Yearly talent show where parents are also invited to perform. "-Open Houses - School is open to the community twice a year with food served. -Quarterly Parent Teacher Conferences. Parents pick up students report cards

Transformation Redesign Diagnostic

Timbuktu Academy of Science and Technology

- Recognition of Very Involved Parents (VIPs) at an annual Family Involvement Breakfast.
- Annual Family Pot Luck picnic with food, basketball, baseball, football and table games. This event is held jointly with two other African Centered education schools at Belle Isle in June
- Parents Are Teachers To (PATT). The parent organization conducts monthly meetings at the school and regularly sponsors fund raising events
- Monthly Family Nights Family Nights with food, student entertain, presentations about curriculum, and materials and information that are of critical importance to parents, such as information about health fairs or special programs that can help both students and families
- New Student Orientation. The school host two mandatory orientations for parents to ensure they understand school policy and culture and the academic expectations. At that time, the parents are asked to sign a compact agreeing to the terms of the school's expectations
- Awards Brunch. Students are recognized for their scholarly achievement and their adherence to the Umoja Principles (character traits).

Outreach Strategies to Increase Parent Involvement 2013-2016

- Timbuktu has a family liaison person on staff with a plan to add a voluntary parent working with her to increase her effectiveness in outreach to include more community member involvement in workshops. The family liaison staff member currently deals with providing social services for the school community and the plan moving forward is to add workshops.

The purpose of the added outreach strategy is to provide celebratory activities and workshops to bring the community together. This strategy adheres to the school's philosophy of an African Centered school bringing the entire community together to educate the children. "It takes a village." It also builds improved relationships between parents and teachers. This leads to increased parent involvement with homework, in reading to their children, and in leading activities such as Family Math and Parent Groups. As teachers work with parents, they develop new respect for the resources that parents can bring to education, and parents gain greater appreciation for the work teachers do.

Timbuktu's additional practices/strategies, adding to current practices of increasing parent and community involvement, have been influenced by the following websites: "-National PTO Network [www.ptotoday.com/parent involvement/](http://www.ptotoday.com/parent%20involvement/); "-National Campaign for Public School Improvement, Project Appleseed www.projectappleseed.org -Education World http://www.educationworld.com/a_admin/admin/admin294.shtml.

Timbuktu will continue to monitor participation and effectiveness of the strategies used to involve parents by working with the parent involvement committee, continuing to employ parent sign in sheets, as well as conducting parent surveys at the end of the school year. (See Calendar of Parent Events)

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

For the 2012-1016 school year, Timbuktu's Superintendent has given the Principal autonomy to determine within the framework/parameters of the Michigan guidelines, the flexibility to an effective job as outlined in her job description to lead the school to bring about improved student learning and greater achievement. The Principal also works collaboratively with the finance officer in determining budget allocations.

The Academy's school budget supports the staffing of Flex Teachers (Para Professionals) to assist the certified teachers to work with students in small groups. The budget also provides the opportunity to hire tutors to support students in math and reading. The class schedule is flexible enough to allow for ability grouping of students in math and reading.

Further as a PSA, TAST has operational flexibility - the school has its own governing board with control over budget, schedule and staffing. The school has no union contract. "

-- Responsible persons: Superintendent, Management, and Principal

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

During the 2012-2016 school year, Timbuktu will ensure that the school receives on-going, intensive technical assistance and related support by working closely with Garnet Green, our assigned school improvement facilitator (ISD Wayne RESA) and JoAnn Hurd Andrees, Michigan State University, the assigned Intervention Specialist. They will guide the school's leadership team through the multi-tiered phases of the Priority Model. They will be invited to the School Improvement team meetings, when needed plan and conduct teacher professional development programs, attend faculty meetings, open to observe classrooms, provide feedback to the school leader and the Superintendent. The Transformative University through Wayne RESA also offers workshops and programs.

In addition, Timbuktu is in the second year as a part of the MAPSA T.E.A.M.S. project, a research project that's part of the federal Teacher Incentive Fund, designed to provide intensive professional development and other resources to improve student achievement while enhancing the skills of teachers and school leaders. As a result of TAST participating in this project, the school receives support and resources that impacts the school effectiveness. Working with James Henderson, the Quality School Facilitator for T.E.A.M.S the school receives Val-Ed Leadership training, access to video captures working to support the Danielson Framework, Vanderbilt educational leadership assessment tool, training in understanding and looking at data and how to customize individual learning plans, etc. T.E.A.M.S works with Timbuktu to support and sustain its efforts to ensure the successful implementation of the Transformational Plan. We anticipate this support will continue through the 2015 year at which time the Timbuktu will continue with the same support for the school using the training and expertise we have gathered throughout our working relationship with TEAMS.

Further the school will receive support from the Golden package data survey through Michigan State University.

--Responsible persons: Superintendent, Management, Principal, and Teachers.

Attachment #1 -- Attachment to Timbuktu Academy of Science and Technology Reform Plan



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

10800 E. Canfield . Detroit, Michigan 48214

Ph: 313.823.6000 -- Fax: 313.823.9748

Principal Job Description

Timbuktu Academy of Science and Technology Principal

Timbuktu Academy is an outstanding urban charter public schools that closes the achievement gap and prepare low-income students to graduate from college. At Timbuktu, whether you are an administrator, custodian or teacher, our number one priority is that every child who walks through our doors is greeted with a smile, a hug, or touch, and provided with an enjoyable learning experience. We work hard toward our goals of improved student achievement, accountability for all, parent and community involvement, and safe learning and work environments. We know all students have what it takes to go to college. We believe all students have greatness within and special, unique talents. We are committed to developing and supporting each student's intellectual curiosity and support their success in the classroom and in their communities. We know also know that without great teachers and leaders, nothing else matters and that there is no limit to learning

[About Timbuktu Academy](#)

Timbuktu is located on the east side of Detroit. Timbuktu Academy of Science and Technology was created to extend African-Centered learning experiences. The school was formed in 1995 by Malkia Brantuo and Bernard Parker when charter school legislation was passed.

The name of Timbuktu was chosen because Timbuktu is a city in Mali, West Africa, in which the University of Sankore stood as an ancient seat of advanced learning.

In its inaugural year (1997-98), Timbuktu serviced Timbuktu's serviced grades K-3. Each following year one grade was added until reaching 8th grade. Timbuktu Academy initially enrolled sixty-seven (67) students, with fifty-eight (58) being certified for attendance by Wayne RESA, the Intermediate School District which Timbuktu Academy belongs. The school currently serves 350 students K-8.

Behind our efforts at Timbuktu Academy are a powerful vision and a clear mission. Together they define our common aim and purpose. All staff is expected to conduct themselves and their work in a manner consistent with the mission toward realization of the vision.

Vision, Mission and Beliefs

To build and maintain a model African-centered institution founded on integrity that holistically nurtures the development of critical thinkers who use science and technology to improve the quality of life for families and communities around the

world.

Mission Statement

To involve the students, families, teachers and community in designing a holistic approach to learning that provides students with a firm academic, applied scientific and moral educational experience via a rigorous African-centered curriculum. Social, emotional, cultural, and physical activities will be an integral part of the learning experience. Teaching and learning will have integrity, be constructive, be applied, and have a strong emphasis on core competencies, and critical thinking toward the enhancement of the total child.

Beliefs Statement

We believe:

That schools have the responsibility to create environments where every child can learn at his and her level of ability; that all children have the right to a high quality education; that all children are capable of learning; that dedication, practice, and commitment will ensure educational and personal development; that schools should educate and prepare children for social as well as academic achievements; that schools should provide an enriched and challenging curriculum aligned with the State's Core Curriculum, infusing African and African-American History and Culture through research.

Job Description

The Principal at Timbuktu is charged with the administration of the school according to the mission, philosophy, and policies set forth by the Board of Directors. The principal will strategically implement the school's mission through effective leadership and management of all stakeholders, including faculty, staff, student, parents, and the community. The Principal has full authority and supervises and oversees the daily operations of the school. The principal is responsible for leading and developing a dynamic faculty who will prepare the students to succeed to and through college. The principal also represents the school officially in the community.

Many specific and general administrative functions may be identified as tasks and obligations to be executed by the Principal. These specific functions and duties include, without limitation, the following:

General Duties and Responsibilities

- ♦ Provide leadership which fosters a positive teaching and learning environment and encourages faculty, staff and students to perform to their highest abilities.
- ♦ Serve as an instructional leadership, by providing support and expertise to the staff daily
- ♦ Work to dramatically improve student achievement by leading the educational program.
- ♦ Administers the School in accordance with procedures, policies, budgets, directives and principles established by the Board of Directors and Management Company and seeks clarification when in doubt about the existence or interpretation of such guidelines.
- ♦ Plans and manages, in collaboration with the Business Manager, the School's finances and material resources as efficiently and effectively as possible.
- ♦ Represents the School professionally, responsibly and effectively to the parents, existing and prospective students, and the community at large.

Students

- ◆ Creates, in collaboration with the assistant principal/faculty/staff, a positive atmosphere of learning in which students of all levels, needs, and cultural and ethnic backgrounds feel physically and emotionally safe.
- ◆ Ensures that students with special needs be referred to the Educational Therapist and that a special program and/or referral be determined according to each need.
- ◆ Works with student organizations in carrying out their activities.

- ◆ Disciplines students as needed which may result in suspension and/or expulsion from school.
- ◆ Ensures that all student records and files are managed and updated and secured.
- ◆ Ensures the monitoring of attendance records and patterns and addresses attendance problems.
- ◆ Assists in ensuring safety on school field trips and monitoring the permission slip process.
- ◆ Ensure effective exam preparation to ensure student success
- ◆ Work with appropriate staff to ensure the smooth administration and effectiveness of the after school enrichment programs

Faculty/Staff

- ◆ Recruits and retains competent and effective teachers
- ◆ Plans and implements an orientation for new staff members
- ◆ Conducts and/or provides for in-service training during faculty meetings and/or retreats throughout the school year.
- ◆ Plans and coordinates three two-day faculty/staff retreats during the school year (fall, spring and summer) and one two-week retreat before school opens and one one-week at the end of the school year.
- ◆ Conducts monthly faculty meetings.
- ◆ Supervises and evaluates the teaching performance and professional development of the faculty and provides growth enhancement opportunities to ensure continuing instructional excellence. In addition, explores and encourages, where appropriate, implementation of effective, innovative educational strategies.
- ◆ Twice a year prepares a written evaluation of the teaching performance of each contract teacher.
- ◆ Lead faculty to ensure that all staff are providing well-managed and rigorous daily lessons, reasonable and effective daily homework, and regular and productive afterschool tutoring
- ◆ Foster commitment among faculty and staff to the development and fulfillment of the school's mission and objectives
- ◆ Hold teachers accountable for meeting high standards for student academic and behavioral performance
- ◆ Work with staff on all curricular, instructional, assessment, and professional development issues and activities to ensure data drives classroom instruction.
- ◆ Work with staff to foster consistency among staff in enforcing the Student and Family Handbook and other school-wide discipline policies
- ◆ Facilitate positive faculty dynamics
- ◆ Work with Special Education Coordinator to ensure accommodations, IEP modifications, and counseling needs are met
- ◆ Promote a culture of continuously improving teaching practice through professional development, collaboration, modeling, and collaborative planning amongst the faculty and staff
- ◆ Coach, develop and grow leaders from within the organization, giving opportunities to staff to develop new skills, develop their own leadership and

- improve their craft
- ♦ Use data to inform practice and drive decision-making and instruction at the school
- ♦ Provides guidance and assistance to teachers who may be confronted with parental demands, complaints or interferences.
- ♦ Schedules time early in the school year and at the end of the school year to meet with each teacher to discuss and evaluate yearly goals.
- ♦ Schedules recess and after school faculty/staff duties.
- ♦ Plans class schedules and determining teaching assignments.
- ♦ Assists the Business Manager with the management of the office operations and the evaluation of the staff's effectiveness.
- ♦ Represents staff opinions and concerns to the Board of Directors and Management Company.
- ♦ Informs faculty/staff, as required by the Board of Directors and Management Company, of information, decisions, plans or developments.
- ♦ Organizes and implements the substitute teacher policies and procedures.
- ♦ Ensures that the policies in the Personnel Handbook are adhered to and carried out.
- ♦ Visits classrooms to observe and evaluate teaching staff. Inspects and monitors teacher syllabus and semester curriculum plans, as necessary.
- ♦ Serve as point person for all students and families

Curriculum

- ♦ Oversees the review and development of the curriculum and selection of textbooks and instructional materials based on data analysis.
- ♦ Continuously evaluates the effectiveness of the curriculum in terms of challenging, stimulating, and motivating each student to reach his/her potential.
- ♦ Oversee curriculum development and assessment
- ♦ Implement effective internal and external assessment systems and use data to inform decisions
- ♦ Ensure strong consistency within the school program and curricular alignment with state and other rigorous standards
- ♦ Select and share effective curricular and instructional practices from and with other schools
- ♦ Ensures that the curriculum goals are being met in all subjects at each grade level.
- ♦ Assists in the planning and coordination of field trips.
- ♦ Assists in planning and implementing effective assembly programs and site activities.
- ♦ Oversees the organization, implementation and processing standardized tests
- ♦ Assists in developing progress reports.
- ♦ Assists in reading and editing progress reports and parent communications.
- ♦ Stays current with recent developments in educational methods and other areas of educational development. Attends conventions, conferences, and educational meetings, as they seem advisable.

Finances

- ♦ Works with Business Manager on preparation of the annual budget.
- ♦ Plans, carries out, and completes school programs within scheduled budgets, making recommendations as necessary.
- ♦ Assists Business Manager in determining with teachers and staff what equipment and supplies are vital for school operation and include same in budget.
- ♦ Supervises all purchases of necessary services and supplies.

- ♦ Reviews and approves invoices and bills.

Administration

- ♦ Is attentive to the general welfare of the Timbuktu Academy, its faculty/staff and student body, and is prepared to perform any service for the immediate benefit of the school.
- ♦ Maintains the health, safety, and welfare requirements in accordance with legal guidelines.
- ♦ Works with business manager to prepare and implement the budget and the school's adherence to it.
- ♦ Assists with the annual revision of Personnel Handbook, Parent/Student Handbook, and School Community Directory.
- ♦ Plans and posts the yearly school calendar and distributes copies to in accordance with state law, Board of Director the faculty/staff, the Parent group and the parent community.
- ♦ Assists the Board of Directors and Management Company in public relations activities, preparation of brochures, and preparation of newspaper releases.
- ♦ Schedules and monitors fire and earthquake drills.
- ♦ Ensures the compliance as required from State, City and County agencies, and the Department of Social Welfare.
- ♦ Sets up rules and regulations as they become necessary and keeps faculty/staff informed.
- ♦ In collaboration with the Management Company, determines faculty/staff salaries.
- ♦ Keeps the school community well informed of school activities, rules and regulations.
- ♦ Ensures that all letters and correspondence from the school office are proof read and approved.
- ♦ Ensures inventory records of supplies, books and equipment are maintained.
- ♦ In collaboration with the Business Manager, monitors and maintains adequate safety and security conditions and procedures.
- ♦ Recommends major site repairs, modifications and improvements.
- ♦ In collaboration with the Management Company, manages and evaluates custodial and security services.

Parent Group

- ♦ Attends Parent Group meetings and activities when possible
- ♦ Approves all notices and correspondence sent home by Parent Group
- ♦ Coordinates activities of the Parent Group to insure consistency with school policies and philosophy.
- ♦ Meets weekly with Parent Group chair.

Other Duties

- ♦ Performs such other duties as may be assigned by the Board of Directors or Management Company.

Qualifications:

- ♦ Our ideal candidate would possess a Bachelor's Degree (required), Master's Degree (preferred) with a teaching credential, and certification (preferred).
- ♦ A minimum of 3-5 years of leadership and in developing instructional expertise in a low income school with demonstrated exemplary results.
- ♦ Capacity to define a vision, build teams, be an instructional leader, and achieve results despite tremendous obstacles

- ◆ Passionate belief that all students can achieve at the highest levels, regardless of demography, Solid ability to use data in the decision making process.
- ◆ Care deeply about the growth and well being of the students in his/her charge,
- ◆ Ability to create, monitor, and maintain systems that enhance organizational efficiency.
- ◆ Strong analytical and problem-solving skills
- ◆ Strong organizational skills; extremely careful attention to detail and follow-through.
- ◆ Strong communication and negotiating skills.
- ◆ Strong interpersonal skills, with the ability to develop productive working relationships with stakeholders.
- ◆ Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- ◆ Possess excellent interpersonal, verbal, and written communication skills.
- ◆ High energy, a sense of humor, self-motivation, personal integrity, creativity.

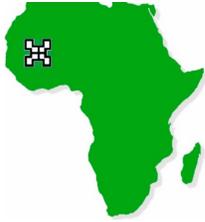
Compensation

Timbuktu Academy offers a competitive compensation package and comprehensive health benefits.

To Apply

Please contact the school at 313.823.6000 or send your resume to 10800 E. Canfield, Detroit, Michigan 48214

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.



Timbuktu Academy of Science and Technology
ANNOUNCEMENT OF JOB OPENING
20011-2012 SCHOOL YEAR

PRINCIPAL POSITION K-8 SCHOOL
Full Time Position

Timbuktu Academy of Science and Technology (TAST) is a coeducational, charter public school of 325 students in kindergarten through eighth grade. Located on the east side of Detroit, the school is committed to an African Centered Education that focuses on a critical element of African Centered Education -- the school as community. The school's mission is "To involve the students, families, instructors and community in designing a holistic approach to learning that provides students with a firm academic, applied scientific and moral educational experience via a rigorous African-centered curriculum. Social, cultural, and physical activities will be an integral part of the learning experience. Teaching and learning will have integrity, be constructive, be applied, and have a strong emphasis on core competencies, and critical thinking toward the enhancement of the total child." TAST is a loving, learning community that promotes self-confidence, self-esteem, self-efficacy, self-discipline, and self-love.

QUALIFICATIONS:

- ◆ Our ideal candidate would possess a Bachelor's Degree (required), Master's Degree (preferred) with a teaching credential, and certification (preferred).
- ◆ A minimum of 3-5 years of leadership and in developing instructional expertise in a low income school with demonstrated exemplary results.
- ◆ Capacity to define a vision, build teams, be an instructional leader, and achieve results despite tremendous obstacles
- ◆ Passionate belief that all students can achieve at the highest levels, regardless of demography, Solid ability to use data in the decision making process.
- ◆ Care deeply about the growth and well being of the students in his/her charge,
- ◆ Ability to create, monitor, and maintain systems that enhance organizational efficiency.
- ◆ Strong analytical and problem-solving skills
- ◆ Strong organizational skills; extremely careful attention to detail and follow-through.
- ◆ Strong communication and negotiating skills.
- ◆ Strong interpersonal skills, with the ability to develop productive working relationships with stakeholders.
- ◆ Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- ◆ Possess excellent interpersonal, verbal, and written communication skills.
- ◆ High energy, a sense of humor, self-motivation, personal integrity, creativity.

GENERAL DUTIES AND RESPONSIBILITIES:

- ◆ Provide leadership which fosters a positive teaching and learning environment and encourages faculty, staff and students to perform to their highest abilities.
- ◆ Serve as an instructional leadership, by providing support and expertise to the staff daily
- ◆ Work to dramatically improve student achievement by leading the educational program.
- ◆ Administers the School in accordance with procedures, policies, budgets, directives and principles established by the Board of Directors and Management Company and seeks clarification when in doubt about the existence or interpretation of such guidelines.
- ◆ Plans and manages, in collaboration with the Business Manager, the School's finances and material resources as efficiently and effectively as possible..
- ◆ Represents the School professionally, responsibly and effectively to the parents, existing and prospective students, and the community at large.

SALARY:

Salary is competitive and is commensurate with experience.

HOW TO APPLY:

Mail, fax, or e-mail a letter of interest and a resume as soon as possible.

Timbuktu Academy of Science and Technology
10800 E. Canfield
Detroit, MI 48214
www.timbuktuacademy.org

Attachment: #2 -- Attachment to Timbuktu Academy of Science and Technology Reform Plan (Faculty Evaluation and Assessment Dates Calendar)



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY 2012-2013 Faculty Evaluation Calendar

Date	Evaluation – Key Dates
August 27 – September 7	Goal; Self-reflection meetings due in office
September 10-14	Meetings with Administrator/faculty
September 17-February 4	Begin Classroom visits/observation and weekly meetings, instructional learning cycle – using data, coaching, mentoring, etc.
September 15-October 15	Round 1 Teachscape Observations Window
February 4-11	Mid-Year Review
February 12 – April 19	Classroom visits/observation and weekly meetings, instructional learning cycle – using data, coaching, mentoring, etc.
March 15-April 14	Round 2 Teachscape Observation Window
April 22 – May 10	Summary evaluation/end-of-year review end of evaluation cycle
August 26 – September 6, 2013	Begin Step 1 again -- Reflection and self-awareness are critical to effective teaching and learning.

See appointments for your meetings on the PD Calendar.

MEAP/Scantron Performance Series Testing Windows 2012-2013

September 4-October 5	Fall Performance Series Testing Window (Scantron)
October 9 - 17	MEAP Testing Window
September 4-October 5	Fall Performance Series Testing Window (Scantron)
January 2 - February 8, 2013	Winter Performance Series Testing Window (Scantron)
April 22-May 31, 2013	Spring Performance Series Testing Window (Scantron)



2 Principal Calendar Eval.

**TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY
2012-2013 Principal Evaluation Calendar**

Date	Evaluation – Key Dates
August 27 – September 7	Goal; Self-reflection meetings due to Superintendent
September 10-14	Meetings with Superintendent to discuss procedure and goals
September 17-February 4	An evidence collection period for the principal and the evaluator to gather information and for the superintendent and CEO to observe practice
October 15 – November 1	Round 1 Teachscape Observations Window
November 1 – November 15	Round 1 ValEd Assessment Window
February 4-11	Mid-Year Review with Superintendent, CEO of Management Company, Board Chair
February 12 – April 19	An evidence collection period for the principal and the evaluator to gather information and for the superintendent and CEO to observe practice
March 14-April 14	Round 2 Teachscape Observation
May 15	Round 2 ValEd Assessment Window
June 10	An end-of-year summative review to assemble all summary information and conference to review and discuss
June 15	Summative performance rating to complete the review and to be signed by both the principal and evaluator
June 20 –	Development of a growth plan and/or implementation of consequences

**MEAP/Scantron Performance Series Testing Windows
2012-2013**

September 4-October 5	Fall Performance Series Testing Window (Scantron)
October 9 - 17	MEAP Testing Window
September 4-October 5	Fall Performance Series Testing Window (Scantron)
January 2 - February 8, 2013	Winter Performance Series Testing Window (Scantron)
April 22-May 31, 2013	Spring Performance Series Testing Window (Scantron)



THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1249 Performance evaluation system for teachers and school administrators; requirements; governor's council on educator effectiveness; recommendations on evaluation processes; compliance with subsection (2) or (3) not required; effect of collective bargaining agreement; effectiveness label.

Sec. 1249.

(1) Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- (a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that added this sentence to ensure that it rates teachers as highly effective, effective, minimally effective, or ineffective.
- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

Attachment for #2 Teacher Eval. Rubrics



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Following is Timbuktu's teachers evaluation document. Timbuktu's teacher and principal evaluation process is guided by the Academy's participation as a member of the TEAMS project, a federal research project administered by MAPSA (Michigan Association of Public School Academies) which involves Detroit-area charter schools. The Danielson Teacher Evaluation is a collaborative model between teacher and principal that is used to create a teacher and leadership evaluation plan. Throughout this school year the PLC meetings conducted has been emphasizing the Framework to help teachers understand the Framework on which they and the school will be evaluated by T.E.A.M.S.

Timbuktu is using this evaluation as a foundation to build a shared language and common understanding about what that means throughout the school. Timbuktu conducted research which was completed in November 2012 on the Charlotte Danielson evaluation model and there was a collaborative effort by teachers, principals and the TEAMS projects in selecting the evaluation model. This evaluation tool includes rubrics related to Danielson's four domains of teaching, end of year evaluation summary, spreadsheet of rubric scores for professional development purposes based upon a minimum of one 30-35 informal observation, a minimum of one 30-40 formal evaluation formal observation, and a number of short observation throughout the year. The two main observations will include the teacher's self-assessment rubrics, leader compiled observation rubrics and the final observation rubric.

The Danielson framework for teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved Scholar learning. Although they are not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. In this framework, the complex activity of teaching is divided into 22 components clustered into the following 4 domains of teaching responsibility:

- o Domain 1: Planning and Preparation
- o Domain 2: The Classroom Environment
- o Domain 3: Instruction
- o Domain 4: Professional Responsibilities

The framework for teaching includes four levels of performance—Unsatisfactory, Basic, Proficient, and Distinguished—that serve to more fully describe the components and elements of each domain.

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

- a. *Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the

discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject.

Elements of this component include:

1. Knowledge of content and the structure of the discipline
2. Knowledge of the prerequisite relationships
3. Knowledge of content-related pedagogy

b. Demonstrating Knowledge of Students: This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific understanding of the actual students (such as individual preferences, interests, cultures, and learning styles).

The elements of this component include:

1. Knowledge of the child and adolescent development
2. Knowledge of the learning process
3. Knowledge of students' skills, knowledge, and language proficiency
4. Knowledge of students' interests and cultural heritage
5. Knowledge of students' special needs

c. Setting Instructional Outcomes: This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period.

Elements of this component include:

1. Value, sequence, and alignment
2. Clarity
3. Balance
4. Suitability for diverse learners

d. Demonstrating Knowledge of Resources and Technology: This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning.

The elements of this component include:

1. Resources and technology for classroom use
2. Resources and technology to extend content knowledge and pedagogy
3. Resources and technology for students

e. Designing Coherent Instruction: This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teacher's design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes.

The elements of this component include:

1. Learning activities

2. Instructional materials and resources
 3. Instructional groups
 4. Lesson and unit structure
- f. *Designing Student Assessments*: This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development.

Elements of this component include:

1. Congruence with instructional outcomes
2. Criteria and standards
3. Design of formative assessments
4. Use for planning

Domain 2: The Classroom Environment. The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

- a. *Creating an Environment of Respect and Rapport*: This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development.

Elements of this component include:

1. Teacher interaction with students
2. Student interactions with other students

- b. *Establishing a Culture for Learning*: This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom environment should be characterized by a sense of importance of the subject, as well as high standards for performance.

Elements of this component include:

1. Importance of the content
2. Expectations for learning and achievement
3. Student pride in work

- c. *Managing Classroom Procedures*: This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks.

Elements of this component include:

1. Management of instructional groups
2. Management of transitions

3. Management of materials and supplies
 4. Performance of non-instructional duties
 5. Supervision of volunteers and paraprofessionals
- d. *Managing Student Behavior*: This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms.

Elements of this component include:

1. Expectations
 2. Monitoring of student behavior
 3. Response to student misbehavior
- e. *Organizing Physical Space*: This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students.

Examples of elements within this component include:

1. Safety and accessibility
2. Arrangement of furniture and use of physical resources

Domain 3: Instruction. The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

- a. *Communicating with Students*: This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop students' understanding of the learning objectives.

Elements of this component include:

1. Expectations for learning
 2. Directions and procedures
 3. Explanations of content
 4. Use of oral and written language
- b. *Using Questioning and Discussion Techniques*: This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class's understanding. Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process.

Elements of this component include:

1. Quality of questions
2. Discussion techniques
3. Student participation

c. *Engaging Students in Learning*: This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes.

Elements of this component include:

1. Activities and assignments
2. Grouping of students
3. Use of instructional materials, resources and technology (as available)
4. Structure and pacing

d. *Using Assessment in Instruction*: This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self-assessment; monitor student learning, and provide clear and quality feedback to students.

Elements of this component include:

1. Assessment criteria
2. Monitoring of student learning
3. Feedback to students

e. Student self-assessment and monitoring of progress e. *Demonstrating Flexibility and Responsiveness*: This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students.

Elements of this component include:

1. Lesson adjustment
2. Response to students
3. Persistence

Domain 4: Professional Responsibilities. The components of Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

a. *Reflecting on Teaching*: This component involves a teacher's ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement.

Elements of this component include:

1. Accuracy
2. Use in future teaching

- b. *Maintaining Accurate Records:* This component deals with the teacher's ability to accurately and efficiently maintain instructional and non-instructional records.

Elements of this component include:

1. Student completion of assignments
2. Student progress in learning
3. Non-instructional records

- c. *Communicating With Stakeholders:* This component involves the teacher's success in communicating with and engaging stakeholders in the instructional program.

Elements of this component include:

1. Information about the instructional program
2. Information about individual students
3. Engagement of stakeholders in the instructional program

- d. *Participating in a Professional Community:* This component involves the teacher's participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher's success in maintaining positive and productive relationships with colleagues.

Elements of this component include:

1. Relationships with colleagues
2. Involvement in a culture of professional inquiry
3. Service to the school
4. Participation in school and district projects

- e. *Growing and Developing Professionally:* This component deals with the teacher's success in identifying and pursuing professional development opportunities, as well as teachers' effectiveness in sharing expertise with others.

Elements of this component include:

1. Enhancement of content knowledge and pedagogical skill
2. Receptivity to feedback from colleagues
3. Service to the profession

- f. *Showing Professionalism:* This component involves a teacher's success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community.

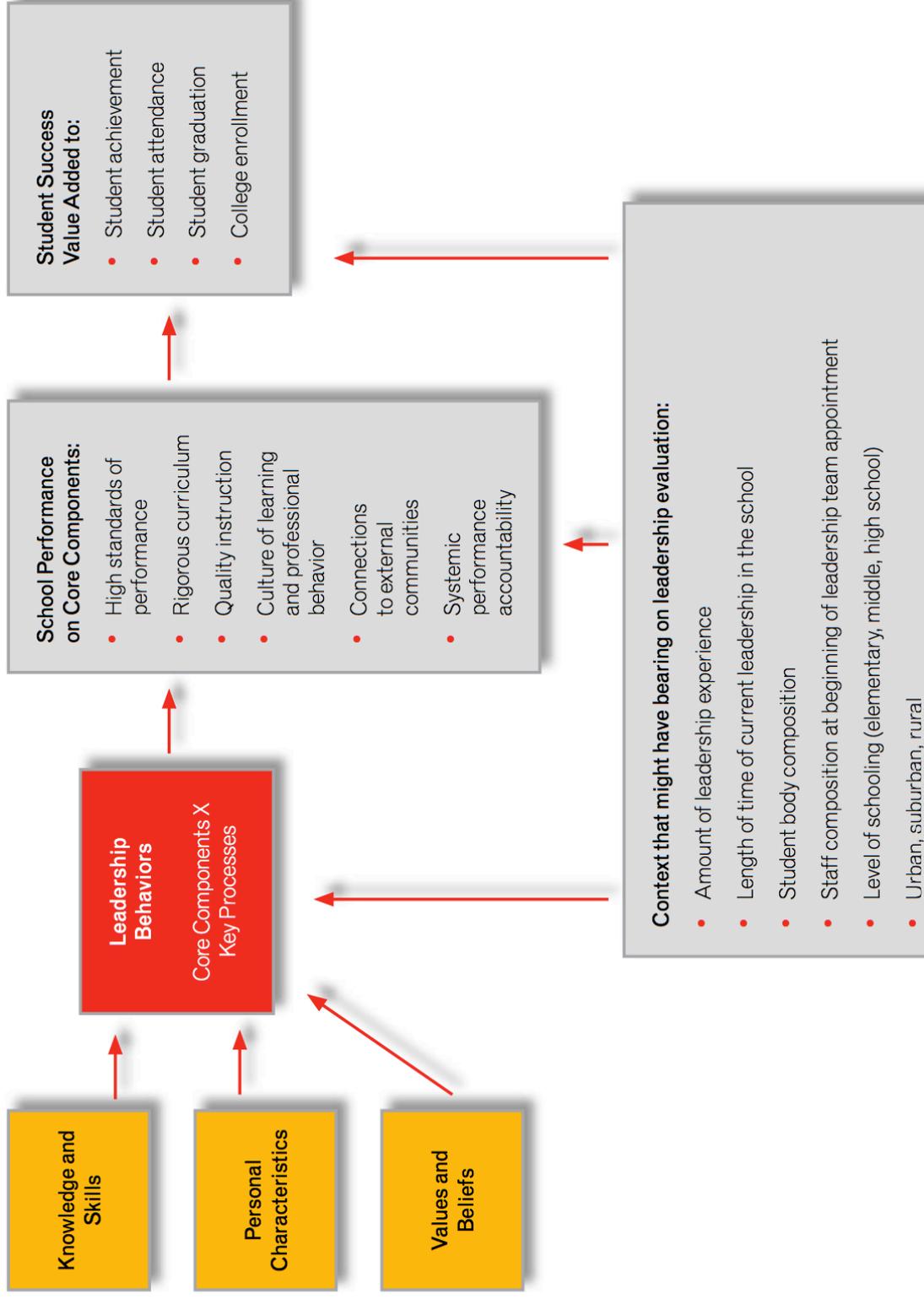
Elements of this component include:

1. Integrity and ethical conduct
2. Service to students
3. Advocacy
4. Logical thinking and practical decision-making
5. Attendance
6. Punctuality
7. Compliance with school and district regulations

Learning-Centered Leadership Framework: The Blueprint for VAL-ED

Attachment #2

Our leadership assessment instrument is part of a comprehensive model of a leadership assessment system that captures in broad strokes how education leadership might be assessed. The model (see Figure 1.1) shows that leadership knowledge and skills, personal characteristics, and values and beliefs inform the actual leadership behaviors exhibited by individuals or teams in performing their leadership responsibilities. These leadership behaviors (the constructs measured in our assessment instrument and reviewed in detail) then lead to school performance on core components such as providing a rigorous curriculum and high-quality instruction. These school performances, in turn, lead to student success. Student success is defined as value added—improvements in student achievement, student attendance, student graduation rates, and college enrollment.





Discovery Assessment VAL-ED Framework



VAL-ED: High Standards for Student Learning

High Standards for Student Learning X Planning

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Plans for rigorous academic and social learning goals.
Develops a plan for high standards of student performance that are measurable.
Plans standards of performance using assessment data on student learning.
Plans rigorous growth targets in learning for all students.
Plans targets of faculty performance that emphasize improvement in student learning.
Develops plans to use a variety of sources of data to set targets for students' learning.
Develops a plan for collecting data to review student learning against high standards.

High Standards for Student Learning X Implementing

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

Creates buy-in among faculty for actions required to promote high standards of learning.
Coordinates tasks and resources to meet high standards for student learning.
Implements activities and procedures to meet high standards for student learning.
Recruits highly qualified faculty to meet performance goals for both academic and social learning.
Creates expectations that faculty maintain high standards for student learning.
Uses faculty input to create high standards for student learning.



High Standards for Student Learning X Supporting

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Encourages students to successfully achieve rigorous goals for student learning.
Supports faculty in helping students reach high standards of learning.
Creates conditions that help faculty and students reach ambitious learning targets.
Motivates faculty to be committed to high performance standards for students.
Allocates school resources primarily toward reaching academic and social learning goals.
Allocates time in ways that reflect a commitment to high standards of learning.
Supports teachers in meeting school goals.
Provides safety nets so all students can meet high standards of learning.
Promotes recognition and rewards for students who achieve high standards of academic learning.

High Standards for Student Learning X Advocating

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school.

Advocates for students with special needs when making decisions about high standards for student learning.
Advocates for the diverse needs of students in all decisions concerning school social and academic learning goals.
Challenges faculty to maintain high standards of learning for students with special needs.
Challenges low expectations for students with special needs.
Challenges low expectations for students at risk of failure.
Advocates for high standards for student learning when writing and implementing Individualized Education Plans (IEPs).



High Standards for Student Learning X Communicating

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Communicating Verbs** – Communicates, Listens, Discusses
- **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Communicates with families and the community about goals for rigorous student learning.
Communicates rigorous goals for student learning to faculty.
Listens to faculty about how to achieve high standards of student learning.
Discusses school goals for student learning with faculty.
Communicates with faculty about the extent to which learning standards are met.
Discusses information with faculty on progress toward achieving school goals and student learning targets.

High Standards for Student Learning X Monitoring

- **High Standards for Student Learning** – There are individual, team and school goals for rigorous student academic and social learning.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Uses data to guide actions for improving student learning.
Evaluates progress toward meeting student learning standards.
Uses data from multiple sources to monitor student learning.
Monitors student learning against high standards of achievement.
Uses data from student assessments in its improvement efforts.
Uses data to evaluate students' behavior.
Monitors disaggregated test results.



VAL-ED: Rigorous Curriculum

Rigorous Curriculum X Planning

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Plans curriculum to maximize student opportunity to learn essential knowledge and skills.

Develops a rigorous curriculum for all students.

Plans the schedule to support a rigorous curriculum for all students.

Plans curricula based on state standards/curricular frameworks.

Develops a rigorous curriculum for students with special needs.

Develops instructional goals for students with special needs that enhance access to rigorous curriculum

Develops procedures for reviewing student work to assess the rigor of the curriculum.

Plans challenging curricula for students at risk of failing.

Plans access to rigorous curricula for students with special needs.

Rigorous Curriculum X Implementing

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

Creates rigorous sequences of learning experiences/courses.

Implements a rigorous curriculum in all classes.

Implements a rigorous curriculum in programs for students with special needs.

Coordinates teacher collaboration to implement a rigorous curriculum.

Builds schedules so that students with special needs do not miss core academic work in regular classes.

Hires teachers with the expertise to implement a rigorous curriculum.

Coordinates a rigorous curriculum across grade levels.



Rigorous Curriculum X Supporting

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Supporting Verbs** – **Supports**, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Supports participation in professional development that deepens teachers' understanding of a rigorous curriculum.

Secures the teaching materials necessary for a rigorous curriculum.

Provides teachers with time to work on developing and strengthening the curricular program.

Secures extra resources for students at risk to be successful in a rigorous curriculum.

Provides opportunities for teachers to work together to deliver a rigorous curriculum.

Supports teachers to teach a curriculum consistent with state and national content standards.

Rigorous Curriculum X Advocating

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school.

Challenges all students to complete a rigorous, academically focused program of study.

Challenges faculty to teach a rigorous curriculum to students at risk of failure.

Advocates that all programs for students with special needs deliver a rigorous curriculum.

Advocates rigorous curriculum that honors the diversity of students and their families.

Promotes the importance of a rigorous curriculum to students of all ability levels.

Advocates for families to learn about the curricular program.



Rigorous Curriculum X Communicating

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Communicates regularly with teachers about a rigorous curriculum.
Communicates the importance of rigorous coursework to students and their families.
Listens to faculty about how to strengthen the curriculum.
Discusses state curriculum frameworks.
Discusses during faculty meetings how to improve the rigor of the curriculum.
Discusses the importance of addressing the same academic content in special and regular programs.

Rigorous Curriculum X Monitoring

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Monitors the curriculum through frequent visits to classes.
Evaluates the rigor of the curriculum.
Evaluates the extent to which all students complete a rigorous curricular program.
Evaluates the degree to which classroom work focuses on rigorous academic content.
Uses disaggregated student achievement data to monitor the rigor of all curriculum programs.
Monitors student work products to assess the rigor of the curriculum.



VAL-ED: Quality Instruction

Quality Instruction X Planning

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Plans opportunities for teachers to improve their instruction through observing each others' instructional practices.

Plans faculty hiring policies with a focus on effective instructional practices.

Develops plans to improve instruction in all classes.

Plans opportunities for teachers to improve their instruction through professional development.

Plans a schedule that enables quality instruction.

Plans high quality instruction that focuses specifically on student learning.

Plans instructional services for students with special needs using assessment data.

Quality Instruction X Implementing

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

Implements a mentoring program for new teachers focused on effective instructional practices.

Coordinates efforts to improve instruction in all classes.

Implements the use of research-based instructional strategies.

Implements procedures to protect instructional time.

Creates job-embedded opportunities for teachers to learn and apply effective instructional practices.

Uses some of the most effective teachers to instruct students at risk of failure.

Implements instructional strategies that maximize student engagement.

Recruits teachers with the expertise to deliver instruction that maximizes student learning.

Assigns teachers to instructional responsibilities on the basis of student needs.

Creates conditions that promote faculty reflection about instructional practices.



Quality Instruction X Supporting

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Supports teachers in protecting instructional time in their classes.
Supports teachers' opportunities to improve their instructional practices.
Secures resources necessary to deliver high quality instruction.
Allocates instructional resources to maximize the quality of instruction.
Provides professional development so all faculty have knowledge and skills for quality instruction.
Provides data to teachers to design instructional units.
Supports collaboration among faculty to improve instruction that maximizes student learning.

Quality Instruction X Advocating

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school.

Advocates opportunities for high quality instruction beyond the regular school day and school year.
Challenges faculty to commit to high quality instruction for each student.
Advocates additional instructional opportunities for students most in need.
Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English language learners.
Advocates for extending learning opportunities beyond the school day and school year.
Challenges the community to provide additional instructional resources.
Advocates for all students to regularly experience effective instruction.
Challenges parents to offer quality instructional experiences at home.



Quality Instruction X Communicating

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Discusses instructional practices during faculty meetings.
Listens to faculty’s ideas about quality instruction.
Discusses instructional practices with faculty.
Communicates with faculty about removing barriers that prevent students from experiencing quality instruction.
Communicates with individual teachers about the quality of their instruction.
Communicates feedback to teachers about their instruction.

Quality Instruction X Monitoring

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Observes each teacher’s instructional practices routinely to provide feedback.
Analyzes student achievement data to determine the quality of instruction.
Evaluates how instructional time is used.
Uses data to monitor the quality of instruction.
Evaluates teachers’ instructional practices.
Monitors the instruction of students with special needs to ensure high quality.
Monitors the instruction of students at risk of failure to ensure high quality.



VAL-ED: Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Planning

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Plans for a positive environment in which student learning is the central focus.
Plans for a culture of learning that serves all students.
Plans for a culture that promotes continuing professional growth.
Plans for a culture in which high standards of professional behavior are expected.
Plans programs and policies that promote discipline and order
Plans strategies to develop shared beliefs about professional practice.
Plans procedures for treating all faculty fairly and with respect.
Plans for a culture of shared responsibility for the social and academic learning of students.
Plans programs targeted at preventing students from falling through the cracks.
Plans procedures for treating all students fairly and with respect.



Culture of Learning & Professional Behavior X Implementing

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

Implements a learning environment in which all students are known and cared for.

Builds a culture that honors academic achievement.

Builds a culture of continuous improvement.

Builds a culture committed to diversity.

Uses faculty expertise and knowledge in making decisions.

Creates a culture of trust.

Implements school-wide rules and consequences to manage student behavior.

Builds opportunities for teachers to work together on shared goals and values.

Implements programs and practices that encourage all students to be involved in school activities.

Builds a school environment that is safe and orderly for all students.

Creates a culture that encourages students to attend regularly and not drop out.

Implements practices to reduce student tardiness and absenteeism.



Culture of Learning & Professional Behavior X Supporting

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Supports a culture that values life-long learning for all students.
Supports a culture where all faculty members are treated with respect.
Allocates resources to build a culture focused on student learning.
Supports collaborative teams to improve instruction.
Provides for the needs of all students when building a school culture.
Encourages teachers to learn from their most effective colleagues.
Encourages collaboration among faculty that creates a culture of learning.
Provides a positive environment in which student learning is the central focus.
Provides recognition of faculty contributions to a positive school culture.

Culture of Learning & Professional Behavior X Advocating

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school.

Advocates a culture of learning that respects diversity of students.
Advocates on behalf of all students during discussions of the school culture.
Promotes teacher behavior that is respectful of the diverse backgrounds of students.
Advocates for active participation by under-represented students in all school activities and programs.
Recognizes the contributions of diverse students when developing school culture.
Advocates rules and consequences for behavior that are fair to all students.
Encourages a culture of respect and fairness for students.
Advocates for students to be involved in the school community.



Culture of Learning & Professional Behavior X Communicating

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Communicating Verbs** – Communicates, Listens, Discusses, Talks
- **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Communicates with teachers about the aspects of a positive school environment focused on student learning.

Communicates with parents about the aspects of a positive school culture.

Listens to students when they suggest ways to create a culture of learning.

Listens to faculty when they suggest ways to create a culture of learning.

Discusses standards of professional behavior with faculty.

Communicates with students about the aspects of a positive culture focused on learning.

Provides feedback to faculty on professional behavior.

Culture of Learning & Professional Behavior X Monitoring

- **Culture of Learning & Professional Behavior** – There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Evaluates teachers' behaviors when monitoring the culture of learning.

Evaluates students' behaviors when monitoring the learning environment.

Monitors disciplinary data to make determinations about school culture.

Monitors the school culture.

Monitors the participation of every student in social and academic activities.

Assesses the culture of the school from students' perspectives.

Analyzes data regarding a safe and orderly school environment.



VAL-ED: Connections to External Communities

Connections to External Communities X Planning

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Plans with social service agencies for safety nets in support of student learning.

Plans family education programs consistent with instructional goals.

Plans for the use of external community resources to promote academic and social learning goals.

Develops a plan for community outreach programs consistent with instructional goals.

Plans activities with volunteers to advance social and academic goals.

Plans activities to engage families in student learning.

Develops a plan for school/community relations that revolves around the academic mission.

Connection to External Communities X Implementing

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance.

Builds business partnerships to support social and academic learning.

Implements programs to involve families in the educational mission.

Implements programs to help address community needs.

Creates procedures so that information from families receives appropriate consideration.

Builds a positive, open relationship with the community.

Coordinates access to social service agencies to support students.

Implements programs to help parents assist their children to be successful in school.

Coordinates the contributions of individuals and groups in the community in the service of student learning.

Builds relationships with key people in the district in support of student learning.

Creates opportunities for parents to work with teachers on their child's instruction.



Connections to External Communities X Supporting

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Supports teachers to involve parents in their children’s learning.
Supports teachers to work with community agencies on behalf of students.
Secures additional resources through partnering with external agencies to enhance teaching and learning.
Secures technology from the district and/or the community to enhance teaching and learning.
Secures resources to support school-community relationships.
Provides opportunities for teachers to develop skills to work with parents.
Allocates resources that build family and community partnerships to advance student learning.
Motivates teachers to be responsive to all families.

Connections to External Communities X Advocating

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school.

Challenges the community to meet the needs of children at risk.
Advocates for social services needed by students and families.
Advocates for students in need of special services with the external community.
Challenges teachers to work with community agencies to support students with low achievement.
Challenges barriers from outside the school that can inhibit learning
Advocates to district decision makers to promote the needs of all students.
Advocates on behalf of families to express their opinions and needs.
Promotes mechanisms for reaching families who are least comfortable at school.
Promotes relationships with leaders in the community to support students.



Connections to External Communities X Communicating

- **Connections to External Communities** - There are linkages to families and/or other people and institutions in the community that advance academic and social learning.
- **Communicating Verbs** - Communicate, Listens, Discusses, Talks
- **Communicating** - Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Discusses the results of student achievement tests with parents.
Communicates goals, needs, and accomplishments with community groups.
Communicates with the media to publicize important events and accomplishments.
Communicates with parents about the educational program.
Listens to the diverse opinions and needs of all families.
Communicates with community agencies.
Listens to families regarding the social and academic learning of their children.
Discusses information on progress toward achieving school goals with families.
Listens to feedback from the community.

Connections to External Communities X Monitoring

- **Connections to External Communities** - There are linkages to families and/or other people and institutions in the community that advance academic and social learning.
- **Monitoring Verbs** - Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** - Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Analyzes data about parental involvement.
Uses data to make decisions about community engagement.
Monitors the effectiveness of community-school connections.
Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning.
Collects information about the needs and interests of parents.
Collects information to learn about resources and assets in the community.



VAL-ED: Performance Accountability Items

Performance Accountability X Planning

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance.

Develops a plan to hold teachers accountable for student academic and social learning.
Develops a plan to hold students accountable for their academic and social learning.
Develops a plan that holds teachers accountable for having positive relationships with students.
Develops a plan emphasizing accountability to stakeholders for student academic and social learning.
Articulates plans identifying specific responsibilities for faculty so that students achieve high standards.
Plans data collection to hold school leaders accountable for student academic and social learning.
Develops a plan for individual and collective accountability among faculty for student learning.
Plans data collection to hold students accountable for academic and social learning.



Performance Accountability X Implementing

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance

Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
Implements programs and practices that hold teachers responsible for student academic and social learning.
Implements programs and practices that hold the school accountable to families for the learning of their children.
Builds behavioral and academic accountability measures with input from faculty.
Implements practices that hold leaders accountable for student learning.
Implements social and academic accountability equitably for all students.
Uses faculty input to create methods to hold faculty accountable.

Performance Accountability X Supporting

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.

Provides procedures to evaluate faculty for student learning.
Provides procedures that hold students accountable for their learning.
Allocates time to evaluate faculty for student learning.
Provides expertise to evaluate faculty for student learning.
Allocates time to evaluate student learning.
Provides expertise to make decisions about holding students accountable for their learning.
Provides recognition of faculty whose students achieve high standards of academic performance.



Performance Accountability X Advocating

Performance Accountability – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.

Advocating Verbs - Advocates, Represents, Challenges, Promotes

Advocating – Promotes the diverse needs of students within and beyond the school

Advocates that leaders are accountable for meeting the needs of diverse students.

Advocates that all students are accountable for achieving high levels of performance in both academic and social learning.

Advocates that the faculty is accountable for meeting the needs of diverse students.

Promotes an accountability system that represents the diverse views of families and the community.

Challenges faculty who do not hold all students accountable for achieving high levels of performance.

Challenges faculty who attribute student failure to others.

Advocates for shared accountability by faculty for student academic and social learning.

Performance Accountability X Communicating

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize and maintain systems of exchange among members of the school and with its external communities.

Communicates with faculty about their accountability for student learning.

Listens to faculty feedback about its accountability programs.

Communicates to families the purpose and nature of its accountability programs.

Communicates to families the results of its accountability programs.

Communicates to families how accountability results will be used for school improvement.

Communicates with faculty the purpose and nature of its accountability programs.

Communicates to faculty how accountability results will be used for school improvement.

Communicates student achievement results to faculty.

Discusses with teachers on an individual basis their students' achievement test results.

Discusses achievement test results with instructional teams and grade/departments.

Discusses progress toward meeting school goals with parents.



Performance Accountability X Monitoring

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.

Monitors the accuracy and appropriateness of data used for faculty accountability.
Monitors the accuracy and appropriateness of data used for student accountability.
Monitors the impact of faculty evaluations on instructional practices.
Analyzes the influence of faculty evaluations on the rigor of the curriculum.
Monitors the impact of faculty evaluations on the faculty’s communication with families.
Monitors the impact of faculty evaluations on professional behavior.
Analyzes the influence of faculty evaluations on student learning.
Analyzes the influence of student accountability on achieving high standards of academic learning.
Uses student achievement data to determine faculty accountability for student learning.
Monitors teachers’ procedures for keeping track of student learning.
Assesses the effectiveness of its procedures for gathering data on student performance.
Uses data on student progress to recognize faculty.
Uses data to recognize students who meet achievement goals.

#2 Attachment -- Eval Model Chart
Borrowed from the North Carolina School District Model.

1 - Self Assessment
(Not given to Administrator, but discussed as part of crucial conversations)
2 - Crucial Conversation Begins
(Results in PDP)

April

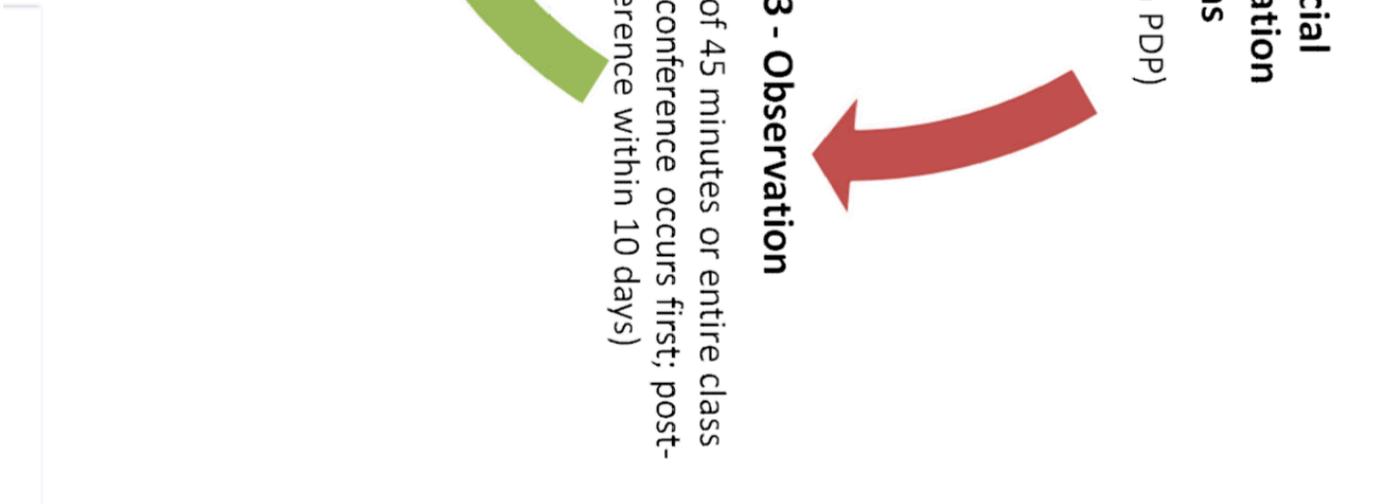
6 - Summary Evaluation
(Required Form, and/or PDP; End of Year Review)

March
5 - Observations Continue

February
4 - Mid-Year Review
Continuing Crucial Conversation Status of Professional Development Plan

3 - Observation
(Minimum of 45 minutes or entire class period; pre-conference occurs first; post-conference within 10 days)

Inadequate Progress on PDP – Move to Monitored Growth Plan (PDP) establish monthly or more frequent meetings to assist, support and check progress (Feb/Mar/Apr)



Attachment for #6



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Given Timbuktu's intentional effort in implementing purposeful data driven instructional cycles, resources and programs currently in place will undergo a review process. This review process will commence the end of the 2012-13 school year and continue each year. It will include grade level teachers, school administration, school improvement plan committee, and parents.

1. Identification of student needs as evidenced by data by (classroom teachers/principal) (See example of discussion questions below.)
2. Cross-referencing needs against purpose or research/evidence base of each resource or program by classroom teachers/principal, school improvement committee, parents. What works Clearing House or like- **See attachment**
3. Selection of appropriate resource or program based on student needs by (classroom teachers in collaboration principal, school improvement plan committee, parents)
4. Collaboration and PD on implementation of program or resource with efficacy by (principal/teachers/para-pro)
5. Regular monitoring of implementation by (classroom teacher/principal)
6. Pre and post testing of students to determine skill mastery by (classroom teacher/principal)
7. Back to step 1

Example of inquiries:

Study Island and Accelerated Reading are instructional programs at Timbuktu.

Issues to consider are:

- What are the expectations for usage?
- What kind of data are you seeing from this to prove it is working or not?
- If students are not showing growth, is it because teachers are not following your guidelines with efficacy, or because the program is not working for your students ?

Similar with Making Meaning or Pattern Based writing:

- What are expectations for deployment of these programs and how are they being monitored?
- Is this via lesson plans?
- Will you have quarterly writing meetings where artifacts from these programs are shared and progress discussed?
- Before you determine if something isn't working, make sure everyone is doing what he or she are supposed to and it is intended to fix the issue you identified.

Attachment for #6



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Steps in Collection of Data for Data Dialogue Meetings

1. Staff will use a Grade Level Standard Map Template to identify during which quarter or month standards have been/will be taught.
2. Data will be used to identify which standards already taught have been mastered, and which remain to be both mastered and taught.
3. Map for remainder of year will be adjusted to address gaps based on Standards of Greatest Need- and ensure curriculum expectations are met.
4. Preliminary working map will serve as a template for 2013-14 map in which teachers will make revisions based on data, coordinate integrated unit plans and integrate supplemental programs implemented as a response to data findings.
5. Integrated unit plans will be pre and post tested to inform instruction and monitor fidelity and viability of program, and instruction and learning.
6. Plans will be reviewed by curriculum committees to ensure articulation across the grades and coordination within grade levels.



Attachment: #4 and #7

2012-2013 SCHOOL YEAR - PROFESSIONAL DEVELOPMENT SCHEDULE/CALENDAR

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Send welcome summer letter regarding calendar, retreat	New teacher orientation/Retreat 2-days	Sept. 10-21 PD – Faculty individual goal setting meetings, -With teachers to identify and prioritize professional development needs through careful analysis of their student's data, teacher growth areas, and school needs.	Oct 5 – No school PD. Speaker Analyzing Student Data” Charlotte Danielson – Culture of Classroom	Nov. 5-6 Prof. Dev. No School MAPSA Conference at Cobo Conference Center	Holiday Break 24-Jan 7	Jan. 8-25 Schedule mid-year faculty evaluation with Lucy Observation, assessment results, etc.	Winter Break 15-19		Spring Break 1-5	May. 8-25 Schedule end-year faculty evaluation with Lucy Observation, assessment results, etc.	Retreat two-days 20 and 21
			Schedule school visits	Schedule school visitations on going	Schedule school visits On-going	Schedule school visits On-going	Schedule school visitations On-going	Schedule school visitations On-going	Schedule school visitations On-going	Schedule school visitations On-going	
			On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings	On-going goals faculty goals and assessment analysis meetings
	August 20– 31 PD Retreat- Last 2 weeks in Aug.	Sept 17 Schedule Lucy (self-reflection	Child Study Meetings with SPED Middle	Child Study Meetings with	Hold SOD where every student is	Child Study Meetings with SPED Middle	Child Study Meetings with SPED	Child Study Meeting with	Child Study Meetings with	Child Study Meetings with	Child Study Meetings with

	Curriculum, policies, speakers, etc. Focus on Driven by Data (see agenda)	camera	School	SPED 3-6 th	discussed. One to three weeks prior to Progress Reports.	School	3-6th	SPED K-2	SPED K-5	SPED 6-8	SPED Wrap up
		Sept. 17 Classroom observations		Nov. 21 - Urmoja Karamu	Child Study Meetings with SPED K-2		February 19 The school wide behavior culture classroom training based on Uncommon Impact.				
		PD and faculty mtgs. every Friday.	PD and faculty mtgs. every Friday.	Analyzing Scantron data	PD and faculty mtgs. every Friday.						
								Focusing on Quartiles			

MONTHLY

	Monday	Tuesday	Wednesday	Thursday	Friday
1 st week	Meeting with Individual Teachers	Umjoja Team Meetings (morning) 3-6	Umjoja Team Meetings (morning) K-2	Umjoja Team Meetings (morning) MS	½ day – Faculty P/D – Staff Meetings
2 nd week	Meeting with Individual Teachers	Grade-level MS curriculum meetings (After-school)			½ day – Faculty P/D – Staff Meetings PDC meeting
3 rd week	New Teacher meeting (after school)		Grade-level 3 rd - 5 th curriculum meetings (After-school)		½ day – Faculty P/D – Staff Meetings
4 th week	Formal Group Evaluation			Grade-level K-2 curriculum meetings (After-school)	½ day – Faculty P/D – Staff Meetings PDC meeting

Individual faculty meetings are held throughout the month; classroom observation held throughout the month; Umjoja Team meetings are held consecutively throughout the month.

Topics for new teachers: Report cards, parent conferences, discipline issues, looking at and analyzing data, monthly programs, etc.



Professional Development Topics for Fridays
2012-2013

(Note: This weekly calendar of events is dynamic depending on the PDC recommendations based on perceived needs.)

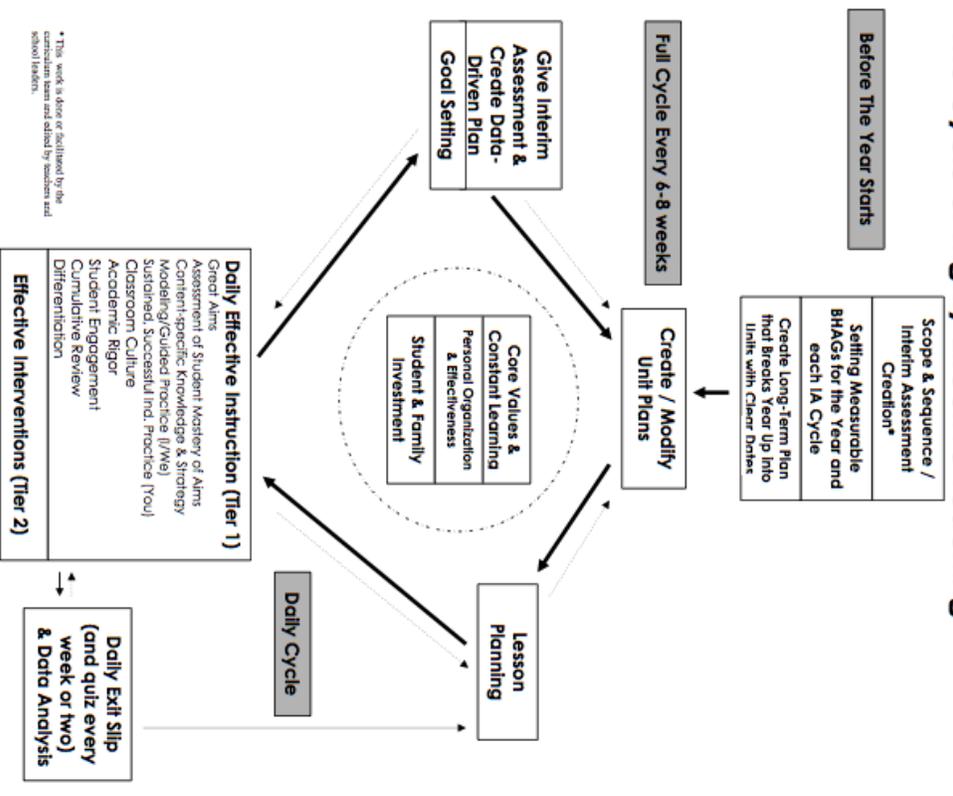
- Every Wednesday beginning in January, Kenis Wallevand will be on campus to serve as a data coach to assist you in developing student assessments which are aligned with state and national curriculum standards. She will also inform you on how to use the data to improve student performance to drive student data qualifiers, focus on curriculum --curriculum audit, alignment, scope and sequence units of study, standards unwrapping, curricular review process, alignment of intervention and enrichment materials, focus on instruction, instructional coaching in support of best practices, support for systematic, focused, results-based vertical and horizontal. You can schedule time to meet with Kenis on other days as well.

SEPTEMBER	
21	Grade level planning sessions
28	Grade level TEAMS planning sessions (K-2) (3-5) (6-8)
October	
5	Focusing on the GLCEs and lesson planning to ensure coverage
12	Continue work on GLCEs
19	Reviewing Scantron assessment and determining patterns
26	Continue work on assessing data from Scantron
November	
2	Looking at Data presented by Jo Ann Andree (Priority School Intervention Specialist)
9	Understanding how to use data presented by Jo Ann Andrees (Priority School Intervention Specialist)
16	Understanding how to use data presented by Jo Ann Andrees (Priority School Intervention Specialist)
30	Grade level Teams planning sessions (K-2) (3-5) (6-8)
December	
7	Assign reading for over the break (Teach Like a Champion) Discuss culture of the school

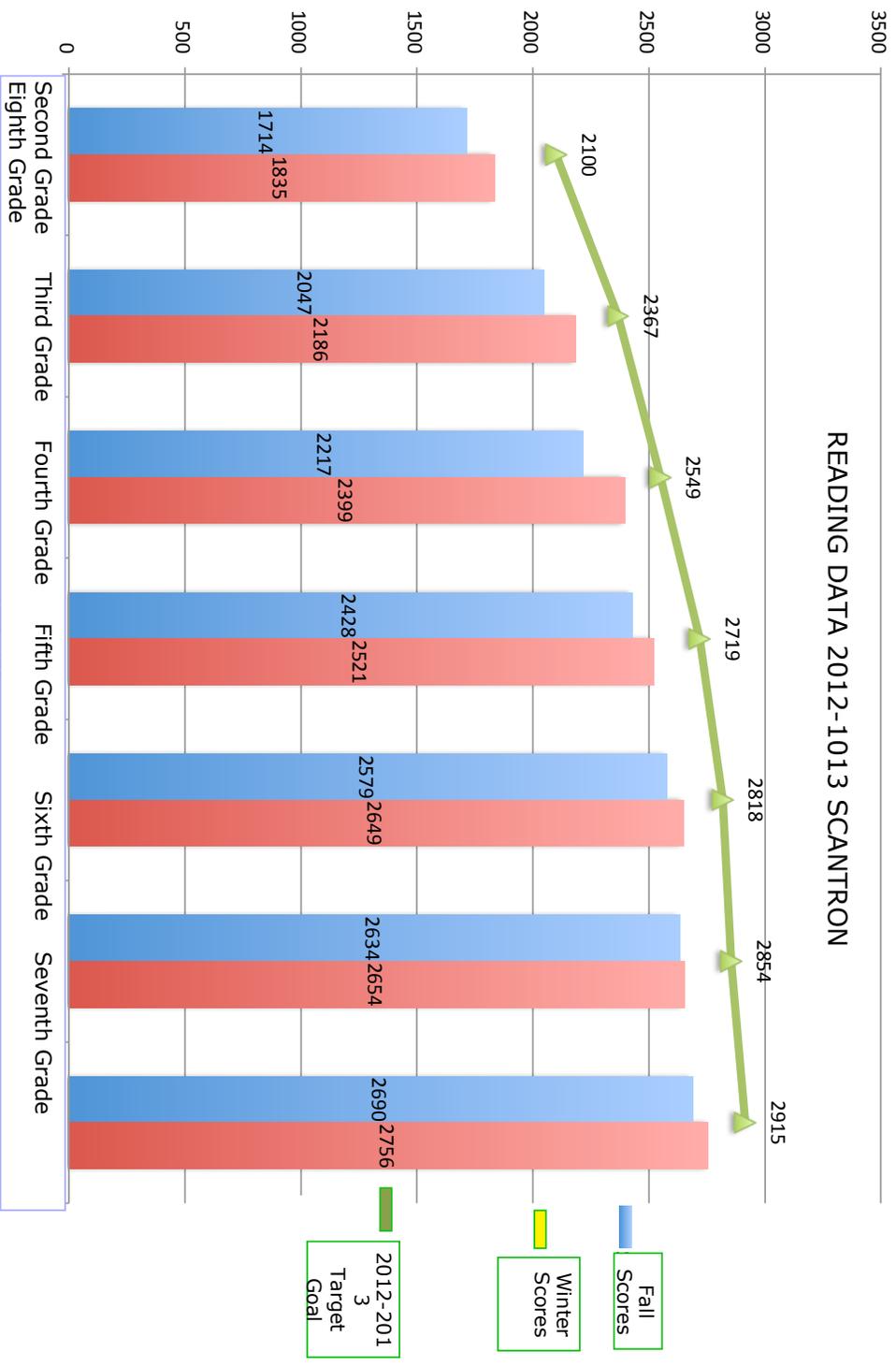
14	What is Common Core Standards
January	
11	-Discussion of winter Reading assessment -Protocol for administering Scantron
18	-Teachers share how embedded practices of winter reading is working in their classrooms
25	-Review of assessment data from Scantron and implications/ Child Study Meetings with SPED K-5
February	
1	Grade level planning sessions
8	Grade level TEAMS planning sessions (K-2) (3-5) (6-8) -- this includes SPED
15	Teacher Training (Mentors and PLC Leaders)
22	Building PD or Parent Teacher Conferences
March	
1	Designated time for building staff to meet/PLC
8	Curriculum Articulation
15	Designated time for building staff to meet and data dialogue -- Grade level TEAMS planning sessions (K-2) (3-5) (6-8) -- this includes SPED
22	Curriculum Articulation
29	Designated time for building staff to meet and data dialogue --- SPED 6-8
April	
5	Designated time for building staff to meet -- data dialogue
12	Designated time for building staff to meet and data dialogue
19	Curriculum Articulation
26	Teacher Training (Mentors and PLC Leaders)
May	
3	Building Based PD/SIP
10	Data dialogue and SIP feedback
17	Designated time for building staff to meet and data dialogue
24	Curriculum Articulation
31	Curriculum Articulation
June	

7	Records Day -- Grade level TEAMS planning sessions (K-2) (3-5) (6-8) this include SPED
14	Graduation
21	Data dialogue and SIP feedback
27/28	Faulty retreat - looking back over the school year

The Cycle of Highly Effective Teaching



READING DATA 2012-1013 SCANTRON





#6 Example of data collecting

TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Fall Scanton Scores – Math

Teacher:

Grade: Grade 2

Rating	Range	Range	Range	Range
Quartile 4 Above Average 2107 - 2250	2107-2142	2143-2178	2179-2214	2215-2250
Quartile 3 Average High 2001-2106	2001-2027	2028-2053	2054-2080	2081-2106
Quartile 2 Average Low 1893-2000	1893-1919	1920-1946	1947-1973	1974-2000
Quartile 1 Below Average 1892 and below	Below-1808	1809-1836	1837-1864	1865-1892
Below 1600				



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Fall Scanton Scores – Reading

Teacher: Mama Tretisha

Grade: Grade 2

Rating	Range	Range	Range	Range
Quartile 4 Above Average 2203 - 2491	2203-2275	2276-2347	2348-2418	2419-2491
Quartile 3 Average High 1989-2202	1989-2042	2043-2095	2096-2148	2149-2202
Quartile 2 Average Low 1774-1988	1774-1827	1828-1881	1882-1935	1936-1988
Quartile 1 Below Average 1773 and below	Below-1611	1612-1665	1666-1701	1720-1773
Below 1500				



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Data Analysis Chart
Fall Scantron Scores--Math

Teacher: _____ Grade: _____

Which range is the most represented? _____ Which range is least represented? _____

What strengths does the chart reveal?

-
-
-

What areas of improvement does the chart reveal?

-
-
-
-
-

Based on the outcome of this data chart, what action steps can you take to strengthen your class' performance?

Short Term

-
-
-
-
-

Long Term -

-
-
-



TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Data Analysis Chart

Fall Scantron Scores-Reading

Teacher: _____ Grade: _____

Which range is the most represented? _____ Which range is least represented? _____

What strengths does the chart reveal?

-
-
-
-

What areas of improvement does the chart reveal?

-
-
-
-

Based on the outcome of this data chart, what action steps can you take to strengthen your class' performance?

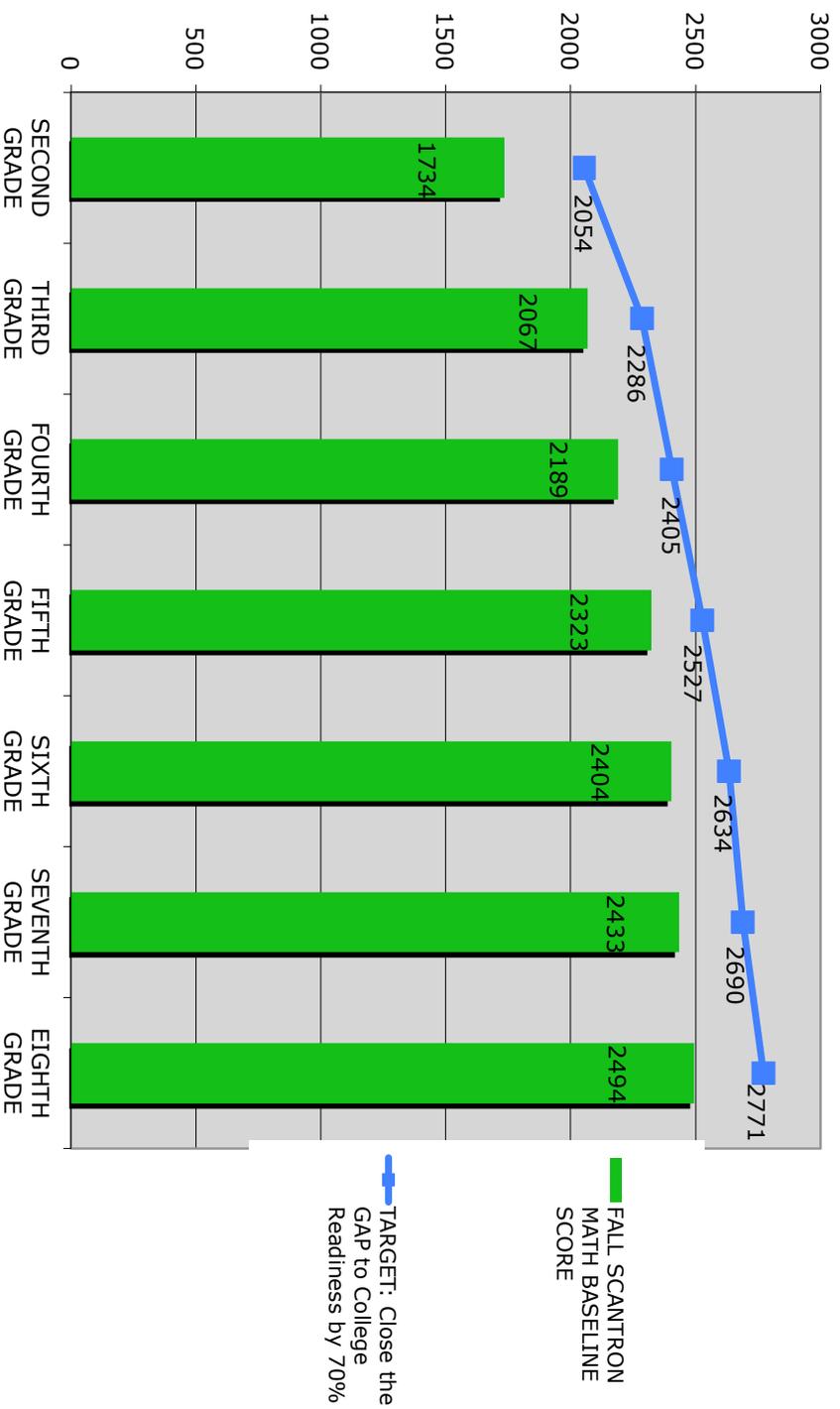
Short Term-

-
-
-
-

LongTerm-

-
-

Fall Math 2012-1013 SCANTRON (ED PERFORMANCE SERIES)





Sample School Professional Development Plan – Timbuktu Middle School Reading

Timbuktu’s Goal: Increase academic achievement for all students. Objective 1.A: By 2013, the percentage of students who are proficient as defined by MEAP will increase for Reading and the performance gap between subgroups of students as defined by DPS will be reduced.

School-wide Professional Development Focus: (Student Achievement): By 2013, 75% of all students in grades 6 – 8 will score 3 or above on the MEAP Reading (main idea, plot and purpose).

Teacher Implementation Objective: All teachers will teach and monitor progress of students learning reading skills and strategies (main idea, plot, purpose) through regular application with different genres.

PLANNING		LEARNING AND IMPLEMENTATION		EVALUATION		
Needs Assessment Based on Data	Resources	Professional Development Activities	Format Type	Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)	Student Learning Outcomes
Increase students’ knowledge and skills for details/facts, main idea/essential message and author’s purpose	Ongoing collaboration planning Reading materials (e.g., leveled books, nonfiction) Instructional coach Literacy coach	Examine content focus and alignment of assessments with E.L.A. benchmarks Learn and apply reading skills and strategies (main idea, plot, purpose)	ELA (Lesson Study) (Textbook #29, 34) Grade level/content area PLCs/study groups with follow-up in grade level/vertical teams	Teachers identify and use reading skills and strategies at every thinking level (i.e., Bloom’s taxonomy/Webb’s Depth of Knowledge)	Teachers use strategies at every thinking level (i.e., Bloom’s and Webb’s) Teachers explicitly teach reading skills and strategies associated with different genres	Students demonstrate independent practice of reading skills and strategies as they work on their own (measured by formative assessments, walkthroughs , rubrics).

			Action Research (Inquiry based study regarding a project of interest)			
Decrease the number of special education and ESL students scoring below 3 on MEAP Reading	ESL strategies that work			Teachers understand and plan using differentiated instructional strategies to meet the needs of diverse learners.	Teachers plan and implement differentiated instruction	Students develop the knowledge and skills to be able to determine the main idea/essential message in a text and identify relevant details and facts and patterns of organization as measured by MEAP Reading scores. Use Study Island and Scantron as period measures.
Increase the number of students making AYP in	Web-based resources			Teachers develop knowledge for the effective integration technology as a tool for differentiating	Teachers consistently model, provide opportunities for guided	

subgroup					instruction.	practice and expect independent practice of reading skills and strategies	
Design evaluation prior to implementing professional development	Surveys, reflections, observations, self-assessments						
Offer teachers multiple learning options	Surveys, reflections, observations, self-assessments	Analysis of instructional practices in relation to student outcomes through formative assessments	Structured Coaching/Mentoring				



Resources and Links to Evaluate or Find Interventions

What Works Clearinghouse: A central source of scientific evidence for what works in education. (Institute of Education Sciences) <http://ies.ed.gov/ncee/wwc/>

IES Practice guides provide practical recommendations for educators to help them address the everyday challenges they face in their classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. IES practice guides are subjected to rigorous external peer review. http://ies.ed.gov/ncee/wwc/publications/practiceguides/#hed_pg

Doing What Works is a website sponsored by the U.S. Department of Education. DWW is dedicated to helping educators identify and make use of effective teaching strategies. Much of the DWW content is based on IES' What Works Clearinghouse. In addition, some DWW content is based on other information and materials from IES. <http://dww.ed.gov/index.cfm>

The Office of Special Education Programs National Technical Assistance Center on Positive Behavior and Intervention Supports: Established to address the behavioral and discipline systems needed for successful learning and social development of students. The Center provides capacity-building information and technical support about behavioral systems to assist states and districts in the design of effective schools. <http://www.pbis.org/>

National Institute for Literacy: Explore the evidence-based research on reading instruction using this database. <http://www.nifl.gov/cgi-bin/pfr/search.cgi>

The Promising Practices Network website: Highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.

The Results for Kids: Resources (RKR) library provides an annotated bibliography of research and evaluation related to models, curricula, practices, policy, research, tools, and resources that can improve outcomes for all struggling learners, as generated by researchers in general education, special education, and related disciplines. A novel feature of the RKR Library is that each citation is briefly described and the links to related articles and reviews are provided so the reader has easy access to a broad range of literature. To access the RKR Library, go to: <http://www.ideapartnership.org/rkr.cfm>

Social Programs that Work: Offers a series of papers developed by the Coalition for Evidence-Based Policy on social programs that are backed by rigorous evidence of effectiveness. <http://www.excelgov.org/displaycontent.asp?keyword=prppcSocial>

The Best Evidence Encyclopedia: A free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12.

<http://www.bestevidence.org/?ad=6>

Sign up for email updates and newsletters: <http://www.bestevidence.org/subscribe.cfm>

Better: Evidence-based Education tells you what works in teaching. Experts in the field write about the state of the evidence on a particular theme, such as reading or math. The focus is

on practical, evidence-based advice for decision makers in education. Published three times a year, Better has a unique international perspective, with editions of the magazine for both the U.S. and the U.K. Articles are written by the leading educational researchers and policy makers in the U.S., U.K., and Canada.

http://betterevidence.files.wordpress.com/2009/06/94006_saf_final.pdf

The Center on Instruction supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind-to close the achievement gap and improve teaching and learning for all students. To that end, we offer information on NCLB and best practices in reading, math, science, Special Education, and English Language Learning instruction; syntheses of recent scientific research on instruction; and opportunities for professional development.

www.centeroninstruction.org

The Center on Innovation & Improvement supports regional centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students. The Center on Innovation & Improvement is administered by the Academic Development Institute in collaboration with its partners, Temple University Center for Research in Human Development and Education and Little Planet Learning. <http://www.centerii.org/> Center on Innovation and Improvement Brochure (PDF)

National Center on Response to Intervention (RTI): The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- have established the National Center on response to intervention. The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/Early Intervention Services.

<http://www.rti4success.org/>

Intervention Central is committed to the goal of making quality Response-to-Intervention resources available to educators at no cost--especially in these times of tight school budgets. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention. <http://www.interventioncentral.org/>

The Center for Comprehensive School Reform and Improvement is funded through the U.S. Department of Education's Office of Elementary and Secondary Education and operated by Learning Point Associates, a nonprofit education research and consulting organization. The purpose of The Center is to assist schools and school districts contemplating or engaged in school reform and improvement. We provide them with reliable information about research-based strategies and assistance in using that information to make positive changes. The Center's mission is to help schools organize, plan, implement, and sustain improvement.

<http://www.centerforcsri.org/>



Attachment for # 4 and #6

TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Types of data conversation--

Type of data dialogue	Data used	Who is involved	Conversation topics	Frequency
Whole school conversations	MEAP assessments, Scantron, district benchmarks	School improvement team, entire staff	<ul style="list-style-type: none"> Patterns of student achievement. Needs for school wide programs (instructional, curricular, professional learning). Needs for additional knowledge and skills staff. 	3 times a year
One-on-one conversations with focus on multi- year growth of students	State assessments, benchmark exams, end-of-course assessments, classroom assessments, common assessments	Teacher and administrator and/or coach	<ul style="list-style-type: none"> Growth of students. Overall proficiency of students. Instructional strategies to meet student learning needs 	4 times a year
Grade- level teams with focus on individual student interventions	Student performance on classroom and common assessments, discipline records, student work	Core teams, grade-level teams	<ul style="list-style-type: none"> Diagnosis of individual knowledge and skills. Next steps for students. Grouping of students for instruction and intervention. Pyramid of interventions. 	Once a month or more often
Grade-level teams with focus on instructional strategies	State assessments, benchmark assessments, common assessments, unit assessments	Grade-level or content-area groups	<ul style="list-style-type: none"> Growth of students. Patterns in proficiency. Instructional strategies. Assessment strategies. 	Once a week to once every 6 to 8 weeks
Student goal- setting conversations	Student work, grades, state assessments, common assessments, benchmark assessments	Teacher and individual students	<ul style="list-style-type: none"> Goal setting. Strategies for success. Celebrations of learning. 	Once a week to once a month



TIMBUKTU Academy of Science and Technology 2012-2013 K – 8TH Grade Calendar



<p>29 K – 2nd Parent Orientation 30 3rd- 5th Parent Orientation</p>	AUGUST '12 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>3 Labor Day 4 First Day of School</p>
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<p>3 Fall Count Day 4 Parent Teacher Conf. (Half Day) 5 No School Prof. Dev. 31 Ancestors Day</p>	OCTOBER '12 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>1 1st marking period ends 5-6 No School Prof. Dev. Report Cards Mailed 9 Umoja Karamu 22-23 Thanksgiving Break 26 Students Return</p>
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<p>6 Parent Teacher Conf. 21 Kwanzaa Program 24-31 Holiday Break</p>	DECEMBER '12 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>1 New Year's Day 2-4 Holiday Break 7 Students Return 11 2nd marking period ends 18 Report Cards Mailed 21 MLK Day (School Closed)</p>
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<p>13 Supplemental Count 15-19 Winter Break 20 Students Return 22 Parent Teacher Conf. (No School)</p>	FEBRUARY '13 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27				<p>15 3rd marking period ends 22 Report Cards Mailed 29 Holiday Break</p>
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<p>1-5 Spring Break 8 Students Return</p>	APRIL '13 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p>2 Parent Teacher Conf. (Half Day) 3 No school Prof. Dev. 20 Malcolm X (School Closed) 27 Memorial Day (School Closed)</p>
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<p>7 4th marking period ends 12 School Outing (Belle Isle) 13 8th Grade Graduation 14 Last Day of School Grades K-5TH Award Ceremony 19 Report Cards Mailed</p>	JUNE '13 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<h2 style="margin: 0;">New K – 8th School Hours</h2> <p style="margin: 0;">Monday – Thursday 8:00 a.m. – 4:00 p.m.</p> <p style="margin: 0;">Every Friday students are dismissed at 2:00 p.m.</p>
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Timbuktu Academy of Science and Technology 2011-2012

29 Grades K-3 Orientation 5pm
30 Grades 4-6 Orientation 5pm

AUGUST '11						
S	M	T	W	Th	F	S
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SEPTEMBER '11						
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6 First day of school
12 noon dismissal

5 Fall Count Day
6 Half Day (12 noon)
Parent-Teacher Conf.
2 – 6 pm
31 Ancestors' Day
1st marking period ends

OCTOBER '11						
S	M	T	W	Th	F	S
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NOVEMBER '11						
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3 1st Report Card (mailed)
7-8 Professional Development (School Closed)
23 Umoja Karamu
24-25 Thanksgiving Break
28 Students return

8 Half Day (12 noon)
Parent-Teacher Conf.
2 – 6 pm
23 Kwanzaa Program
26-30 Holiday Break

DECEMBER '11						
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JANUARY '12						
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1 New Year's Day
2-6 Holiday Break
9 Students return
2nd marking period ends
12 2nd Report card (mailed)
16 MLKDay (School Closed)
17 2nd Semester begins

8 Supplemental Count
20-21 Winter Break (School Closed)

FEBRUARY '12						
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MARCH '12						
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1 Half Day (12 noon)
Parent-Teacher Conf.
2 – 6 pm
20 Professional Development (School Closed)
22 3rd marking period ends
29 3rd Report card (mailed)

6-13 Spring Break
16 Students return

APRIL '12						
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MAY '12						
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27	28	29	30	31		

17 Half Day (12 noon)
Parent-Teacher Conf.
21 Professional Development (no school)
28 Memorial Day observed (School Closed)

13 School Outing (Belle Isle)
15 Last Day of School
Grades K-6 Award Ceremony

JUNE '12						
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24	25	26	27	28	29	30



School Hours
8:30a.m.- 3:30p.m
Monday-Friday



HINDUKO ACADEMY OF SCIENCE AND TECHNOLOGY 2012-2013 K - 8TH Grade Parental Involvement Calendar



<p>25 Open House 29 K-2nd Parent Orientation 30 3rd-8th Parent Orientation</p>	<p>AUGUST '12</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>18 Parents Are Teachers Too (P.A.T.T.) 27 Family Night</p>
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<p>4 Parent Teacher Conf. (Half Day) 8 Parent University (MEAP Prep) 16 Parents Are Teachers Too (P.A.T.T.) Mtg. 17 Board of Directors Mtg. 25 Family Night</p>	<p>OCTOBER '12</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>20 Parents Are Teachers Too (P.A.T.T.) Mtg. 21 Umoja Karamu 29 Family Night</p>
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<p>6 Parent Teacher Conf. (Half Day) 18 Parents Are Teachers Too (P.A.T.T.) Mtg. 18 Parent University 19 Board of Directors Mtg. 21 Kwanzaa Karamu</p>	<p>DECEMBER '12</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>15 Parents Are Teachers Too (P.A.T.T.) Mtg. 15 Parent University 24 Family Night</p>
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<p>5 Parents Are Teachers Too (P.A.T.T.) Mtg. 5 Parent University 13 Board of Directors Mtg. 14 Family Night 22 Parent Teacher Conf. (No School)</p>	<p>FEBRUARY '13</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27				<p>19 Parents Are Teachers Too (P.A.T.T.) Mtg. 19 Parent University 28 Family Night</p>
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<p>12 School Outing (Belle Isle) 13 8th Grade Graduation 14 Last Day of School Grades K-7th Award Ceremony</p>	<p>JUNE '13</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
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Attachment #8 --Schedule of extended time

2012-2013 Elementary School Schedule:

Period	Mon	Tues	Wed	Thurs	Fri
8:15-8:30	Unity Circle	Unity Circle	Unity Circle	Unity Circle	Unity Circle
Period 1 8:30a.m. – 9:55a.m.	ELA	ELA	ELA	ELA	ELA
Period 2 10:00a.m. – 11:25a.m.	MATH	MATH	MATH	MATH	MATH
LUNCH 11:30pm-12:25pm	ELECTIVE	ENRICHMENT	ELECTIVE	ENRICHMENT	ELECTIVE
Period 3 12:30p.m – 1:30p.m.	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
Period 4 1:35p.m. – 2:45pm	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
Period 5 2:50p.m. – 4:00p.m	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	

Attachment # 8 --Schedule of extended time

Class Schedule 2012—2013
Middle School ELA

	Mon	Tues	Wed	Thurs	Fri
Unity Circle 8:15 am-8:30 am					
Period 1 8:35 am-9:55 am	8A: ELA	8A: ELA	8A: ELA	PREP 8 th Gym	
					8A ELA
					8B ELA
Period 2 10:00 am-11:20 am	8B: ELA	PREP 8 th Gym	8B: ELA	8B: ELA	8:35-9:25 9:30-10:20
					8A ELA
					8B ELA
Period 3 11:25 am-12:25 pm	8A COMP	8B: ELA	PREP 8A Art	8A:ELA	10:25-11:20 11:25-12:25
					7A ELA
					7B ELA
Lunch/Recess 12:30 pm-1:25 pm					
Period 4 1:40 pm-2:45 pm	7A ELA	7A ELA	7A ELA	7A ELA	1:30-2:00
					8A Homeroom
Period 5 2:50 pm-4:00 pm	7B ELA	7B ELA	7B ELA	7B ELA	

Attachment Big Picture and #6
 TIMBUKTU ACADEMY OF SCIENCE AND TECHNOLOGY -MEAP ACHIEVEMENT SUMMARY -ALL STUDENTS

Third Grade

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(188-423)		(188-300)	(301-323)	(324-363)	(364-423)	(324-423)
	2012	31	316	310-322	23%	42%	35%	0%	35%
	2011	41	314	307-321	29%	39%	32%	0%	32%
	2010	34	294	282-306	59%	29%	12%	0%	12%
	2009	38	317	310-324	16%	45%	37%	3%	39%
MATHEMATICS	Scale Score Range		(208-416)		(208-321)	(322-335)	(336-370)	(371-416)	(336-416)
	2012	32	333	328-337	28%	25%	47%	0%	47%
	2011	42	309	306-312	86%	12%	2%	0%	2%
	2010	31	307	304-310	90%	10%	0%	0%	0%
	2009	38	312	306-318	76%	18%	5%	0%	5%

Fourth Grade

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(283-537)		(283-304)	(395-418)	(419-477)	(478-537)	(419-537)
	2012	31	418	410-426	6%	52%	39%	3%	42%
	2011	43	416	409-423	26%	28%	49%	0%	49%
	2010	36	412	404-420	25%	36%	39%	0%	39%
	2009	41	397	391-403	59%	24%	17%	0%	17%

WRITING	Scale Score Range		(247-513)		(247-361)	(362-399)	(400-428)	(429-513)	(400-513)
	2012	30	383	379-387	3%	97%	0%	0%	0%
	2011	45	385	380-390	9%	71%	20%	0%	20%
	2010	36	357	350-364	50%	47%	3%	0%	3%

MATHEMATICS	Scale Score Range		(283-542)		(283-422)	(423-433)	(434-469)	(470-542)	(434-542)
	2012	30	416	410-422	70%	17%	13%	0%	13%
	2011	44	410	406-414	82%	16%	2%	0%	2%
	2010	36	405	402-408	89%	11%	0%	0%	0%
	2009	41	406	402-410	88%	12%	0%	0%	0%

Attachment Big Picture and #6

TIMBUKTU ACADEMY OF SCIENCE AND TECHNOLOGY -MEAP ACHIEVEMENT SUMMARY -ALL STUDENTS

Fifth Grade

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(385-630)		(385-500)	(501-520)	(521-564)	(565-630)	(521-630)
	2012	27	521	513-530	19%	37%	44%	0%	44%
	2011	38	511	503-519	29%	37%	34%	0%	34%
	2010	49	504	498-510	43%	37%	20%	0%	20%
	2009	34	518	508-528	29%	24%	38%	9%	47%

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
MATHEMATICS	Scale Score Range		(363-668)		(363-515)	(516-530)	(531-583)	(584-668)	(531-668)
	2012	28	509	500-517	71%	18%	11%	0%	11%
	2011	39	498	492-504	82%	15%	3%	0%	3%
	2010	48	497	493-501	83%	15%	2%	0%	2%
	2009	33	515	509-521	48%	24%	27%	0%	27%

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
SCIENCE	Scale Score Range		(350-668)		(350-525)	(526-552)	(553-566)	(567-668)	(553-668)
	2012	27	504	497-512	89%	11%	0%	0%	0%
	2011	41	491	484-498	90%	10%	0%	0%	0%
	2010	48	490	486-494	98%	2%	0%	0%	0%
	2009	33	494	488-500	100%	0%	0%	0%	0%

Attachment Big Picture and #6

TIMBUKTU ACADEMY OF SCIENCE AND TECHNOLOGY -MEAP ACHIEVEMENT SUMMARY -ALL STUDENTS

Sixth Grade

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(490-730)		(490-601)	(602-618)	(619-652)	(653-730)	(619-730)
	2012	23	616	608-624	26%	39%	35%	0%	35%
	2011	53	605	598-612	49%	25%	26%	0%	26%
	2010	37	600	594-606	51%	27%	22%	0%	22%
	2009	43	616	609-623	21%	40%	33%	7%	40%
MATHEMATICS	Scale Score Range		(470-769)		(470-613)	(614-628)	(629-674)	(675-769)	(629-769)
	2012	23	606	601-611	87%	4%	9%	0%	9%
	2011	55	605	601-609	76%	16%	7%	0%	7%
	2010	37	598	593-603	89%	8%	3%	0%	3%
	2009	43	600	595-605	79%	14%	7%	0%	7%
SOCIAL STUDIES	Scale Score Range		(481-729)		(481-592)	(593-624)	(625-648)	(649-729)	(625-729)
	2012	22	597	591-603	32%	68%	0%	0%	0%
	2011	58	592	588-596	53%	45%	2%	0%	2%
	2010	36	588	583-593	67%	31%	3%	0%	3%
	2009	43	600	595-605	42%	44%	14%	0%	14%

Attachment Big Picture and #6

TIMBUKTU ACADEMY OF SCIENCE AND TECHNOLOGY -MEAP ACHIEVEMENT SUMMARY -ALL STUDENTS

Seventh Grade

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(574-826)		(574-697)	(698-720)	(721-759)	(760-826)	(721-826)
	2012	39	705	696-714	46%	26%	23%	5%	28%
	2011	39	697	688-706	44%	46%	10%	0%	10%
	2010	35	695	687-703	57%	29%	14%	0%	14%
	2009	41	700	693-707	49%	41%	7%	2%	10%

WRITING	Scale Score Range		(531-809)		(531-665)	(666-699)	(700-732)	(733-809)	(700-809)
	2012	39	689	683-695	13%	54%	33%	0%	33%
	2011	38	681	676-686	16%	74%	11%	0%	11%
	2010	36	678	674-682	17%	78%	6%	0%	6%

MATHEMATICS	Scale Score Range		(571-864)		(571-713)	(714-730)	(731-775)	(776-864)	(731-864)
	2012	36	709	701-717	58%	17%	25%	0%	25%
	2011	37	697	693-701	92%	8%	0%	0%	0%
	2010	36	698	692-704	89%	6%	6%	0%	6%
	2009	39	701	697-705	87%	10%	3%	0%	3%

Eighth Grade

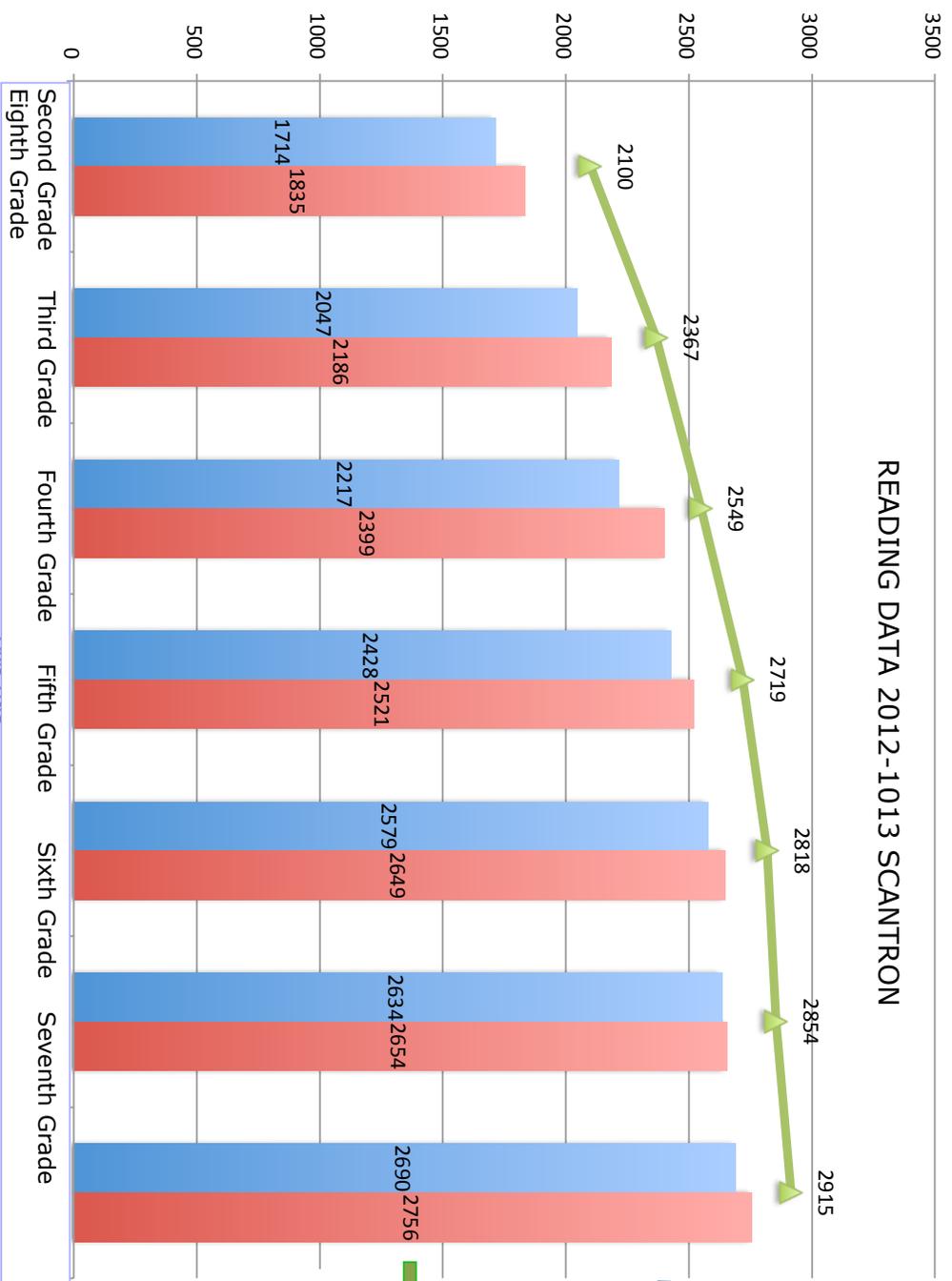
ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(688-921)		(688-795)	(796-817)	(818-852)	(853-921)	(818-921)
	2012	26	812	806-819	23%	46%	31%	0%	31%
	2011	38	803	796-810	42%	39%	16%	3%	18%
	2010	39	801	794-808	36%	46%	18%	0%	18%
	2009	40	806	800-812	33%	45%	20%	3%	23%

MATHEMATICS	Scale Score Range		(668-957)		(668-808)	(809-829)	(830-864)	(865-957)	(830-957)
	2012	26	795	790-799	92%	8%	0%	0%	0%
	2011	37	792	788-796	95%	5%	0%	0%	0%
	2010	38	793	789-797	92%	8%	0%	0%	0%
	2009	41	790	785-795	88%	12%	0%	0%	0%

SCIENCE	Scale Score Range		(668-971)		(668-825)	(826-844)	(845-862)	(863-971)	(845-971)
	2012	26	803	797-808	96%	4%	0%	0%	0%
	2011	37	794	790-798	100%	0%	0%	0%	0%
	2010	38	794	790-798	100%	0%	0%	0%	0%
	2009	41	793	787-799	95%	5%	0%	0%	0%

READING DATA 2012-1013 SCANTRON

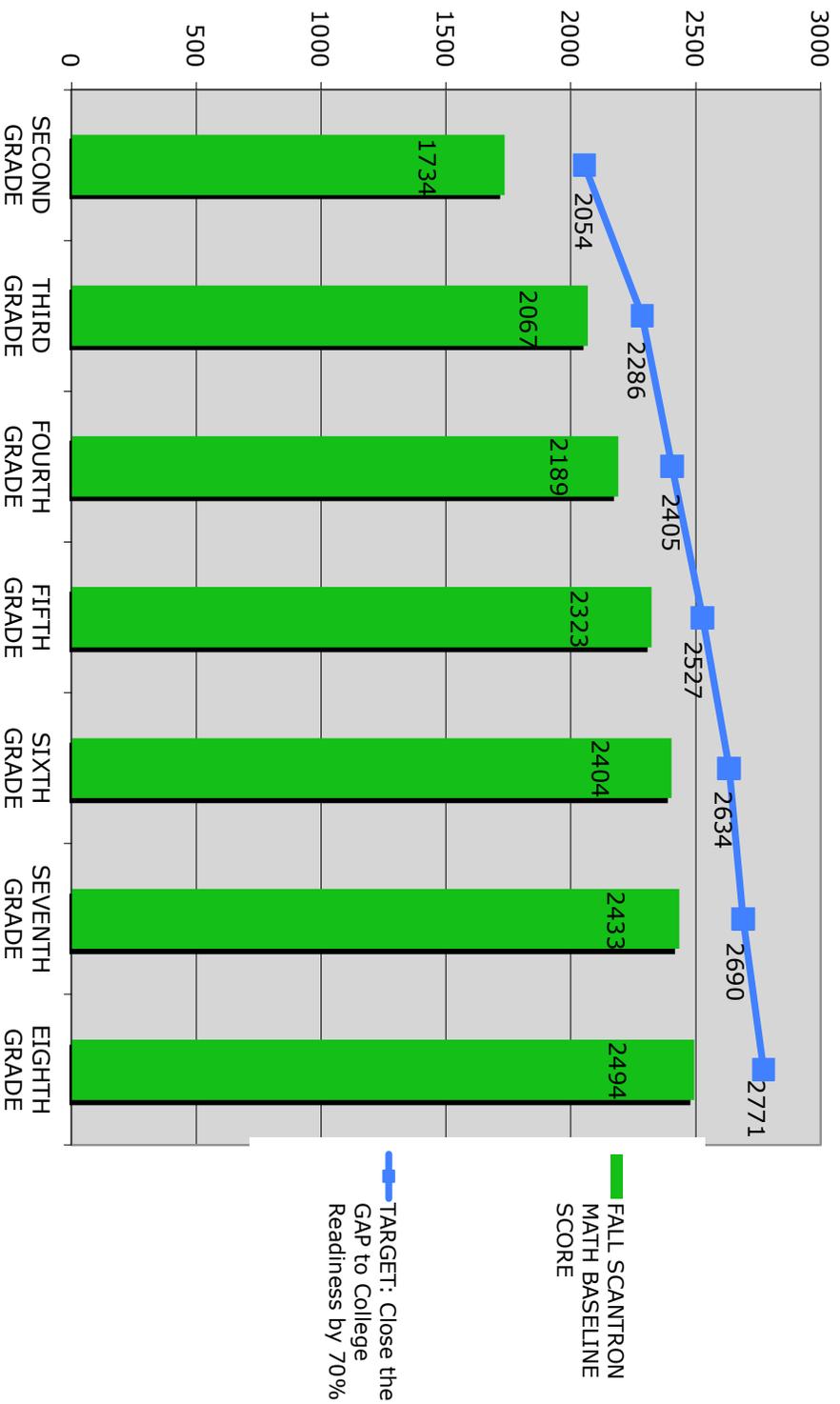


Fall Scores

Winter Scores

2012-2011 Target Goal

Fall Math 2012-1013 SCANTRON (ED PERFORMANCE SERIES)



School/Facility Submission Summary

Timbuktu Academy of Science and Technology (82933)

EOY 2012

Field 4A: School Disciplinary Problems (Student Bullying)	
Field 4B: School Disciplinary Problems (Truancy)	90
Field 5: Physical Assaults	67
Field 7: Illegal Possession	0
Field 8: Trespassers or Intruders	0
Field 9: Vandalism	2
Field 10: Cost of Property Damage	65
Field 12: Criminal Sexual Conduct	0
Field 13: Hostage	0
Field 15: Weapons on School Property	0
Field 16: Homicide	0
Field 17: Drive-by Shooting	0
Field 18: Bomb Threat	0
Field 19: Explosion	0
Field 20: Arson	0
Field 21: Robbery or Extorting	0
Field 22: Unauthorized Removal of Student	0
Field 23: Threat/Attempt of Suicide	0
Field 24: Suicide	0
Field 25: Larceny (Theft)	0
Field 26: Illegal Drug Use or Overdose	0
Field 27: Minor in Possession of Alcoholic Liquor	0
Field 34: Tuition and Fees	0
Field 35: 11th Grade Eligible	0
Field 36: 11th Grade Participants	0
Field 37: 12th Grade Eligible	0
Field 38: 12th Grade Participants	0
Field 39: Postsecondary Courses Paid	0
Field 40: Postsecondary Courses-Postsecondary Credit	0
Field 41: Postsecondary Courses-High School Credit	0
Field 42: Courses Not Completed	0
Field 44: Students Who are Victims of Violent Criminal Offenses	0
Field 45: Instructional Computers with High-Speed (broadband) Internet Access	85
Field 46: Instructional Computers with Dial-Up (narrowband) Internet Access	0
Field 48: Other Instructional Devices with High Speed Internet Access	40
Field 49: Other Instructional Devices with Narrowband/Dial-up Internet Access	0



Attachment for Big Idea

TIMBUKTU HIGH SCHOOL ACADEMY OF SCIENCE AND TECHNOLOGY

Suspensions/ Detentions

October 2010

Infraction	Suspension	Detention
Bullying	5	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	9	
Disruptive Behavior	18	
Unacceptable Language	2	
Fighting	19	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions	1	
Skipping Class or Unauthorized area	3	
Other	1	
Total	58	114

Suspensions/ Detentions

November 2010

Infraction	Suspension	Detention
Bullying	8	
Chronic Tardiness		
Damage to School Property	1	
Disrespect to Teacher and Staff member	21	
Disruptive Behavior	6	
Unacceptable Language	2	
Fighting	14	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions		
Skipping Class or Unauthorized area	3	
Other	2	
Total	57	159

Suspensions/ Detentions

December 2010

Infraction	Suspension	Detention
Bullying	2	
Chronic Tardiness		
Damage to School Property	2	

Disrespect to Teacher and Staff member	13	
Disruptive Behavior	1	
Unacceptable Language		
Fighting	17	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions		
Skipping Class or Unauthorized area		
Other		
Total	35	54

Suspensions/ Detentions

January 2011

Infraction	Suspension	Detention
Bullying	3	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	3	
Disruptive Behavior	6	
Unacceptable Language	1	
Fighting	9	
Oral Tobacco/Smoking	3	
Possession of a Weapon		
Refusal to follow directions or instructions	1	
Skipping Class or Unauthorized area	4	
Other	3	
Total	33	77

Suspensions/ Detentions

February 2011

Infraction	Suspension	Detention
Bullying	1	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	5	
Disruptive Behavior	3	
Unacceptable Language	2	
Fighting	14	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions		
Skipping Class or Unauthorized area	2	
Other	5	

Total	32	31
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Suspensions/ Detentions

March 2011

Infraction	Suspension	Detention
Bullying	1	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	5	
Disruptive Behavior	6	
Unacceptable Language	1	
Fighting	29	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions	2	
Skipping Class or Unauthorized area	1	
Other	1	
Total	46	44

Suspensions/ Detentions**April 2011**

Infraction	Suspension	Detention
Bullying	2	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	2	
Disruptive Behavior	2	
Unacceptable Language		
Fighting	14	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions		
Skipping Class or Unauthorized area	5	
Other	3	
Total	28	14

Suspensions/ Detentions**May 2011**

Infraction	Suspension	Detention
Bullying	2	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	5	
Disruptive Behavior		
Unacceptable Language	2	
Fighting	31	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions		
Skipping Class or Unauthorized area		
Other	5	
Total	45	19

Suspensions/ Detentions**June 2011**

Infraction	Suspension	Detention
Bullying	2	
Chronic Tardiness		
Damage to School Property		
Disrespect to Teacher and Staff member	2	
Disruptive Behavior	1	
Unacceptable Language	1	

Fighting	10	
Oral Tobacco/Smoking		
Possession of a Weapon		
Refusal to follow directions or instructions	2	
Skipping Class or Unauthorized area	1	
Other	2	
Total	21	2

**MEMORANDUM OF UNDERSTANDING
TEACHER INCENTIVE FUND
TEAMS PROJECT**

WHEREAS, the partner listed below has agreed to enter into a collaborative agreement in which Michigan Association of Public School Academies (MAPSA) will be the lead agency and manage your involvement in the Teacher Incentive Fund Program as defined below; and

WHEREAS, the partner herein desires to enter into a Memorandum of Understanding setting forth participation and the services to be provided by the collaborative; and

WHEREAS, the involvement by the collaborative through its partners within the context of this arrangement agree to engage in the TEAMS program which introduces products, services, professional development, and funds.

WHEREAS, the U.S. Department of Education, Mathematica Policy Research, MAPSA, its contractors, partners, and participant schools included in this Memorandum of Understanding are focused on increasing student achievement and overall school improvement effectiveness through innovative practices.

WHEREAS, the collaborative relationship between the participants occurred due to a common desire to increase student achievement through innovative practices, leadership, differentiated pay, and incentives for key stakeholders. The absolute priority of the collaboration is to increase the effectiveness of teachers and principals, which will be measured by student academic performance and teacher/leader observations.

NOW, THEREFORE, it is hereby agreed by and between the parties that all participants will:

1. Adhere to the requirements of the TIF Grant as defined by the U.S. Department of Education and governing state and federal laws. This includes but is not limited to additional fiscal responsibility using federal American Recovery and Reinvestment Act (ARRA) funds, accurate reporting of teacher certification status as well as operating within the scope of the grant procedures and protocols set forth. For your reference the CFDA number is 84.385A.
2. Provide MAPSA with any requested information which includes but is not limited to student and teacher roster data, demographics, human resource information, financial audits, key contacts, student achievement, etc.
3. Opt in for a five-year commitment (10/1/10 – 9/30/15) and understand that the research firm, Mathematica Policy Research, Inc., has randomly assigned school participation in either a Control or Treatment condition. Regardless of school classification, you agree to follow the guiding principles as defined by MAPSA, USDOE, and Mathematica Policy Research, Inc. These resources may be found in greater detail at www.charterschools.org/teams.
4. Agree to provide sustainability plans for the TEAMS Incentive Model, by May 2013. Agree to financially support the grant following the payment schedule as required in the grant specifications outlined below.

Treatment School:

- 1% of performance incentives in Year three (2012/2013 academic year)

- 25% of defined services, licensing, stipend based roles and incentives in Year four (2013/2014 academic year)
- 74% of performance incentives in Year five (2014/2015 academic year)
- 75% of defined services, licensing, stipend based roles in Year five (2014/2015 academic year)

Control School:

- 25% of services, licensing, stipend based roles and incentives in Year four (2013/2014 academic year)
 - 75% of services, licensing, stipend based roles, and incentives in Year five (2014/2015 academic year)
5. Cooperate with technical assistance and grant requirements provided by MAPSA and its contractors with the understanding that consistency across all schools is essential for the purposes of the research study. This includes but is not limited to testing, video capture windows, surveys, professional development, training, data collection, etc.
 6. Agree to use the TEAMS model only AND cease or suspend any competitive, disruptive, and/or unaligned practices including but not limited to pay-for-performance programs, merit based pay programs, and linking compensation to teacher evaluation scores; deemed a risk to the validity of the research study as determined by Mathematica Policy Research, Inc. and USDOE through the 2014/2015 academic year.
 7. Receive the services, products, and funds described below for participants that remain in good standing. (Subject to change as defined by the United States Department of Education and MAPSA.)

**TEACHER INCENTIVE FUND
TEAMS MODEL**

Randomly Selected Michigan Charter Schools
From Opt in Pool of Qualifiers
2010-2015

Overview: The Teacher Incentive Fund is a program funded by the United States Department of Education to determine if pay for performance is an effective means to increase student achievement. There are 20 charter schools/sub-grantees that were selected from a larger pool of opt-in candidates to participate over a grant period covering five years, commencing in October of 2010 with a completion date of September 30, 2015.

Due to the size and scope of this grant the USDOE has selected this project to be evaluated by Mathematica Policy Research, Inc. In May 2010, Mathematica randomly assigned each participating school to either the control or treatment group of the project. Both sets of schools will receive equal access to training, support services and assessments, etc. The only way the schools in each cohort will differ will be in terms of the pay for performance incentive, which will be introduced to the treatment schools.

In the 10 control schools, eligible certified teachers and the school leader will receive an automatic bonus of 1% based on current salary, for fully participating in the TEAMS model.

In the 10 treatment schools, eligible certified teachers and the school leader will have the opportunity to earn from 0%-15% of their gross annual base salary as a bonus by meeting annual performance targets. The targets are determined by a TEAMS performance rubric.

All sub-grantees will receive the following services, opportunities, and financial support:

Additional Stipend based Roles

1. Timbuktu Academy will receive funding to support four teacher mentors and PLC leaders. These stipends will be paid fully through federal funds dispersed by MAPSA at \$4,000 per teacher in Years one through three (2010-2013). Sub-grantees will be responsible for 25% of funding in Year four (2013-2014), and 75% in Year five (2014-2015). MAPSA will fund the remaining balance in Years four (2013-2014) and five (2014-2015). PLC leaders and mentors will be supported by MAPSA through training and resources. PLC leaders and mentors will meet expectations outlined by MAPSA and school leadership.
2. All sub-grantees will receive two \$4,000 stipends to recruit and retain instructors in critical need areas. Critical need area may be defined by the sub-grantee using supporting data such as teacher turnover, student performance or traditional critical need areas such as math and science. Critical need stipends may not be split between multiple recipients and must be paid in a single \$4,000 disbursement. These stipends will be paid fully by the grant in Years one through three (2010-2013). Sub-grantees will be responsible for 25% in Year four (2013-2014), and 75% in Year five (2014-2015). MAPSA will fund the remaining balance in both Years four and five.
3. All sub-grantees will receive two \$2,000 teacher stipends to provide supplemental education opportunities for students. Supplemental education stipends may not be split between multiple recipients. These stipends will be paid fully through federal funds dispersed by MAPSA in Years one through three (2010-2013). Sub-grantees

will be responsible for 25% in Year four (2013-2014), and 75% in Year five (2014-2015). MAPSA will fund the remaining balance in both Years four and five (2013-2015).

4. No stipends will be considered part of a teacher's gross annual salary.

Training/Professional Development

TEAMS provides several professional development opportunities and resources as a component to the overall grant. To that end, all opportunities are provided with the intention of continual growth and development of individuals. It is expected that the appropriate person(s) will attend professional development sessions and schools will implement resources and equipment to their optimal levels.

1. It is expected that sub-grantees will have full representation at each event and that attendees will arrive on time, with a professional mindset and ready to learn. A detailed calendar has been provided so that school leaders can identify and register members of the school staff for each event.
2. Sub-grantees are expected to follow established registration protocols and adhere to set deadlines. It is understood that rare, extenuating circumstances may prevent a TEAMS school staff member from attending a specific professional development event, and in this case, the school representative is expected to communicate with MAPSA to determine appropriate alternatives.
3. Absences could jeopardize a sub-grantees good status with the grant.

Equipment Use and Maintenance

1. Timbuktu Academy will assume full responsibility for all equipment and resources gifted to the sub-grantee through the TEAMS grant, including but not limited to books, iPads, and laptops. In addition to these items, sub-grantees will be responsible for the management of security and maintenance for all equipment provided by MAPSA for use in executing the grant.
2. This equipment will be used as a part of a robust professional development and evaluation program within the school, be used by the appropriate staff member and for the purposes of achieving the goals of the grant.
3. Timbuktu Academy will repair and/or replace broken or lost items and ensure that they will be kept in good working order.

Evaluation and Data Collection

1. Sub-grantees agree to fully participate in all aspects of the TEAMS evaluation process including:
General Testing Guidelines:
 - Timbuktu Academy agrees to random 3rd party monitoring of test implementation.
 - Timbuktu Academy will proctor any MAPSA required test according to each test vendors proctoring policies, and authorizer policies, if applicable.
 - Timbuktu Academy will participate in all applicable testing training sessions.
 - Timbuktu Academy is responsible for maintaining complete and accurate student roster data with corresponding UIC numbers for testing purposes.
 - Timbuktu Academy will test a minimum of 95% of students.

- Academy will not conduct any activities intended to tamper with, influence or bias results, including purposefully excluding students from taking assessments.

Ed Performance Series:

- Timbuktu Academy is responsible for testing all students in grades two through eight using the Ed Performance Series test. Students will be tested in math, reading and science in each grade.
- Timbuktu Academy will test students during MAPSA identified testing windows in the fall and spring, or authorizer testing windows as applicable.
- Timbuktu Academy is responsible for rolling over student rosters in the Ed Performance Series System.
- Timbuktu Academy will use Michigan Department of Education issued Personnel Identification Code (PIC) for teachers, and Universal Identification Codes (UIC) for students when providing MAPSA with any requested data.

Leadership Evaluation:

- Timbuktu Academy is responsible for implementing the Val-Ed 360 Leadership Assessment with all certified staff and the school leader's supervisor during MAPSA identified evaluation windows in the fall and spring.
- Timbuktu Academy will ensure that a minimum of 75% of certified staff will complete the evaluation.
- Timbuktu Academy and evaluation staff will not influence or bias evaluated results. This includes, but is not limited to, instructing staff how to complete the survey or asking for special consideration when completing the survey.

Teacher/Leader Observations:

- Timbuktu Academy is responsible for conducting teacher and leader observations during MAPSA identified taping windows in both fall and spring.
- Timbuktu Academy will ensure that all certified teaching staff and leadership will have two video captures.
- Timbuktu Academy is responsible for uploading observable videos (i.e., quality video and sound) and will re-record and submit videos when a technical issue has been identified.
- Timbuktu Academy will follow all Teachscape and TEAMS guidelines for quality captures, and re-tape when necessary.
- TEAMS and the evaluation vendor will share teacher observation results with the teacher and the school leader.

Data Collection

- Timbuktu Academy is responsible for providing MAPSA, USDOE and Mathematica with all data required to calculate student growth and teacher performance pay by the dates outlined in the Required Grant Activities calendar.
- Timbuktu Academy will provide all data to MAPSA using teacher PICs and student UICs. With the objective that leaders and teachers can be linked directly to classes and students.
- Timbuktu Academy will submit all data to MAPSA electronically in the requested formats.

Eligibility

- The Full Academic Year (FAY) is defined as the time period between the last day of fall testing and the first day of Spring TEAMS testing windows. This measure ensures we have two points of data for each student linked to a teacher.
- To be eligible a teacher must:
 - Be certified to teach in Michigan.
 - Employed in the FAY.
 - Must teach a least five students who meet the FAY definition.
- The school leader must be employed for the FAY to be eligible.

Support

1. All sub-grantees will receive funding in Years one through five (2010-2015) to cover accounting, scheduling, logistics, clerical support, data collection, etc. related to the successful implementation of the grant. This amount may change from year to year depending on available funding and determination of need. Please reference the annual budget for exact amounts. Approval for use of funds may be necessary in certain situations.
2. All sub-grantees will receive substitute teacher reimbursement (\$90 maximum/occurrence) for the time when teacher mentors, PLC leaders, or other certified teachers need classroom coverage for professional development that is related to the core intentions of the grant. Please reference the annual budget for exact amounts.
3. Each sub-grantee will receive one table at the MAPSA Job Fair for assistance in recruiting new teachers during Years one to five (2010-2015) of the grant.
4. Each sub-grantee will receive support in the search for quality candidates for Years three and four of the grant.
5. Sub-grantee will be eligible for qualified school improvement funds for Years two through five as the budget allows. Please reference the yearly annual budget for exact amounts.
 - As a part of the TEAMS grant, sub-grantees receive funding to support approved school-based professional development designed to increase teacher effectiveness.
 - In order for these funds to be used towards any professional development resources, sub-grantees must request and receive approval from MAPSA before spending any funds by filling out an approval form and submitting it to MAPSA. Each request will be evaluated to determine the expenditure's direct impact on core intentions of the grant and requests will be approved or denied within four school calendar days.
 - Once a request is approved, sub-grantees must follow the process for reimbursement as outlined in the TEAMS binder in order to apply these discretionary funds.
6. All sub-grantees will receive training and licensing for a performance management system. Licensing is fully funded in Years one through three (2010-2012). Sub-grantees will be responsible for covering 25% in Year four (2013-2014) and 75% in Year five (2014-2015). MAPSA will fund the remaining balance in Years four and five (2013-2015).
7. A Leadership Coach and Data Coach will be assigned to each sub-grantee for all five years of the grant.

8. All sub-grantees will receive funding to reimburse for mileage expenses for any qualified educator that is participating in an activity that is aligned with the core intentions of the grant. Reimbursement guidelines must follow the schools reimbursement policy but cannot exceed the federal rate. Please reference the annual budget for actual amount.
9. Each sub-grantee will receive funding in Years one through five to support mentoring efforts of novice and/or struggling teachers. Activities eligible for reimbursement must align with the core intentions of the grant. Please reference the annual budget for exact amounts.

Responsibilities under this Memorandum of Understanding coincide with the TIF Grant Period, defined as October 2010 through September 2015.

Commitment to Partnership

As an agent of Timbuktu Academy and eligible board member, the undersigned has read, agrees with, and will insure the execution of the terms of this document with the understanding that the items listed are subject to change without notice as determined by the funder, national evaluation partner, and/or fiduciary agent.

Board President or Board Designee Print Name School Name

Board President or Board Designee Signature Date

MAPSA Designee Print Name Date

MAPSA Designee Signature

FAX (517) 374-9197, or email to teams@charterschools.org

Timbuktu Academy

	Funds Carried Over to Year Three	Year Three Funding (10/1/12 - 9/30/13)	Total Sub-grantee Funds Available
Mentor/PLC Stipends	0.00	16,000.00	16,000.00
Recruitment & Retention (Critical Need Area)	16,000.00	8,000.00	24,000.00
Supplemental Education	8,000.00	4,000.00	12,000.00
Substitute Teaching Reimbursement	1,800.00	2,970.00	4,770.00
Administrative Support	0.00	11,375.00	11,375.00
Curriculum Redvelopment	7,500.00	0.00	7,500.00
Mileage Reimbursement	4,483.22	2,500.00	6,983.22
Mentoring Support	9,600.00	4,800.00	14,400.00
School Improvement Practices	21,393.00	32,500.00	53,893.00
Total	\$68,776.22	\$82,145.00	\$150,921.22

	Schools Estimated Sustainability (10/1/12 - 9/30/13)
Performance Incentives*	701.00
Total	\$701.00

*Estimates Based on 11-12 Performance Incentives

Redesign Plan Signature Page

<p align="center">SCHOOL INFORMATION</p> <p>District: <u>Timbaktu Academy</u></p> <p>School Name: <u>Timbaktu Academy</u></p> <p>Address: <u>10800 E. Canfield Detroit, MI</u> <u>48214</u></p> <p>School Code: <u>82933</u></p>	<p align="center">CONTACT PERSON FOR REDESIGN PLAN</p> <p>Name: <u>Cha-Rhonda Edgerson</u></p> <p>Position and Office: <u>Principal</u></p> <p>Telephone: <u>313-823-6000</u></p> <p>Fax:</p> <p>Email: <u>edgersonc@gmail.com</u></p>
<p>LEA SUPERINTENDENT/PSA ADMINISTRATOR</p> <p>Printed Name: <u>Brenda A. Parker</u></p> <p>Signature: X <u>Brenda A. Parker</u></p> <p>Date: <u>3-1-13</u></p>	<p>Telephone: <u>313-823-6000</u></p> <p>Fax: <u>313-823-9748</u></p> <p>Email: <u>brenda.parker@mac.com</u></p>
<p>SCHOOL PRINCIPAL</p> <p>Printed Name: <u>Cha-Rhonda Edgerson</u></p> <p>Signature: X <u>C. Edgerson</u></p> <p>Date: <u>3/1/13</u></p>	<p>Telephone: <u>313-823-6000</u></p> <p>Fax: <u>313-823-9748</u></p> <p>Email: <u>edgersonc@gmail.com</u></p>
<p>LEA/PSA SCHOOL BOARD PRESIDENT</p> <p>Printed Name:</p> <p>Signature: X <u>Robert O. Bland</u></p> <p>Date: <u>3-20-13</u></p>	<p>Telephone: <u>313-341-5750</u></p> <p>Fax: <u>NA</u></p> <p>Email: <u>robert.bland@sbcglobal.net</u></p>
<p>PRESIDENT OF LOCAL TEACHER UNION</p> <p>Printed Name:</p> <p>Signature: X _____</p> <p>Date:</p>	<p>Telephone:</p> <p>Fax:</p> <p>Email:</p>

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.