School Improvement Grant (SIG) Application Amendment Form

The Oklahoma State Department of Education (OSDE) is requesting that any changes to the original School Improvement Grant (SIG) application be recorded in the form below. Please be advised the SIG Amendment Form is only for minor changes that were deemed necessary following a needs assessment in order to reach student achievement goals.

Local Educational Agency (LEA): Tulsa Public Schools

Name of School: Central High School (705)

Cohort: Cohort 1 ☒ Cohort 2 ☐ Cohort 3 ☐

Complete the chart below for each section of the LEA or school application that has been altered since the grant was awarded.

Provide the section and page number of LEA or school application.	Provide a brief description and a list of evidence to support the amendment.
Transformation Model Item 1 Page 8-9 Replace the Principal	Effective July 2012 the Principal was promoted to Associate Superintendent of Secondary Schools and therefore a replacement was named.
Transformation Model Item 2 Page 10-12 Use rigorous, transparent and equitable evaluation system	No change
Transformation Model Item 3 Page 12-15 Identify & Reward school leaders, teachers, and other staff	Distribution of incentive was predicated on meeting all SMART goals. This goal was not met. The A-F School Report Card required rewriting of SMART Goals effective SY2012-2013. The district will reconfigure the criteria to award incentives for improvement in the 4 areas of the A-F Report Card.
Transformation Model Item 4 Page 16-17 Provide staff with HQ, job embedded professional development	No change

Provide the section and page number of LEA or school application.	**nd a list of evidence to support the amendment.**
Transformation Model Item 5 Page 17 Implement financial incentives, increased opportunity for promotion & career growth, and more flexible work conditions	Implement "Creating A Culture of Trust: Digital Analysis Project" A PLC for Digital Analysis of Teaching and Classroom Practices (DATCP) will be a group of highly motivated teachers who are willing to engage in self-reflective learning facilitated by analysis of digital recordings of their classroom actions. The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences (Farrell, T. S. C. *Reflective Practice in Action*. Thousand Oaks, CA: Corwin Press.) The DATCP PLC will pull motivated, willing teachers together; develop trust and relationships; promote analytical and constructive dialogue about teaching practices; and nurture a program of continuous self-reflective learning. See attachment
Transformation Model Item 6 Page 17-19 Use data to identify & implement a research based instructional program	Although ACT/America's Choice is no longer the district contracted curriculum provider, the SIG Schools have continued a laser-like focus on moving toward Common Core State Standards and continue to implement a rigorous college and career, and citizen ready curriculum (C3).
Transformation Model Item 7 Page 19-22 Promote the use of student data to inform instruction	No change
Transformation Model Item 8 Page 22 Establish schedules and implement strategies that provide increased learning time	No change
Transformation Model Item 9 Page 23 Provide mechanisms for family/community engagement	No change
Transformation Model Item 10 Page 23-24 Give school sufficient operational flexibility to improve student achievement and graduation rates.	No change

Transformation Model Item 11 Page 24-26 Ensure school receives ongoing technical assistance from LEA, SEA, and lead turnaround partner	No change
Transformation Model Item 12 Page 26-29 Additional permissible strategies	No change

Principal, Turnaround Director and Superintendent Approval

Principal (Printed Name): Jacqueline Tolbert	Signature of Principal and Date X Jacqueline Tolbert 12/7/12
Turnaround Director (Printed Name): Suzette Huggins	Signature of Turnaround Director and Date X Suzette Huggins 12/7/12
Superintendent (Printed Name):	Signature of Superintendent and Date X Keith P. Ballard

TULSA

SCHOOL IMPROVEMENT GRANT

Final Year of Authorization

DEVELOPING A CULTURE OF TRUST

Digital Analysis Project

Trust is the foundation of all human interactions, and the cornerstone upon which high-performing organizational cultures are built. ('The Organizational Trust Index as a Window into Organizational Culture." Brackenridge Institute for Transforming Organizations. 2011. http://www.breckenridgeinstitute.com/organizational-trust-index-article.htm)

The PLC for Digital Analysis of Teaching and Classroom Practices

The PLC for Digital Analysis of Teaching and Classroom Practices (DATCP) will be a group of highly motivated teachers who are willing to engage in self-reflective learning facilitated by analysis of digital recordings of their classroom actions. The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences (Farrell, T. S. C. *Reflective Practice in Action.* Thousand Oaks, CA: Corwin Press.) The DATCP PLC will pull motivated, willing teachers together; develop trust and relationships; promote analytical and constructive dialogue about teaching practices; and nurture a program of continuous self-reflective learning.

Studies of digitally recorded instruction as a reflective tool have shown that participants gain independence, gain the personal and practical knowledge of teaching, and enhance their reflection (Armstrong, A. J. "Improving Student Teachers' Reflection and Personal and Practical Knowledge." 2005. Web. Retrieved from ERIC database.) Digital reflection leads to improved implementation of research-based strategies and sustainability of strategies that support students' improved academic performance. (Hord, Shirley. "Professional Learning Communities: Communities of Continuous Inquiry and Improvement." Southwest Educational Development Laboratory. 1997. Web. Retrieved from ERIC database.) Researchers have found that teachers who viewed video recordings of themselves came to view teaching as a process, with many reconsidering their teaching beliefs and practices. (Wedman, J. M., Espinosa, L. M., & Laffey, J. M. "A Process for Understanding how a Field-Based Course Influences Teacher's Beliefs and Practices." *Teacher Educator*, 34.3, 1999.)

Background

The School Improvement Grant funded strategies to begin a transformation process in the culture underachieving schools. Lasting culture shifts require sustained effort over a period of time far longer than the authorization of the SIG.

Academic Learning. The primary aim of the School Improvement Grant is close the achievement gap between student groups and enable all students to graduate prepared for their next level of learning. Value-added analysis of student achievement confirms that teacher quality is the most important school-related factor influencing student academic achievement. (Working Group on Teacher Quality. "Roundtable Discussion on Value-Added Analysis of Student Achievement: A Summary of Findings." 2007. http://www.tapsystem.org/pubs/value_added_roundtable_08.pdf) "Schools are shaped by cultural practices and values and reflect the norms of the society for which they have been developed." (Hollins, E.R. *Culture in School Learning: Revealing the Deep Meaning*. Mahwah, NJ: Erlbaum, 1996.) As a result, in low performing schools, to meet the state/national achievement goals set for students, a strategic transformation of school culture---including teaching and learning practices---is imperative.

Professional Learning Communities. Research confirms that effective school transformation requires teacher motivation and action to transform *knowledge* about change into *practice*. This work is expedited through professional learning communities that allow staff to study their work and take individual and collective action on behalf of increased learning for students. Well-run PLCs produce a plethora of benefits for teachers, including reducing teacher isolation, creating opportunities for powerful discourses around good teaching and classroom practices, and raising satisfaction and morale. Nonetheless, the growing collaborative nature of teaching and learning presents new and intimidating challenges; i.e. teachers and students are increasingly being asked to interact in vulnerable ways with individuals they know only on a surface level—largely due to the former culture of structured isolation traditionally found in public schools. (Hord, Shirley M. "Outcomes of Professional Learning Communities for Students and Staffs." 1997. Southwest Educational Development Laboratory. Texas.)

Sustainability. In this final year of the SIG authorization, the focus will be on developing a culture of trust through which the strategies and processes introduced through SIG funding can be sustained. Sustainability begins to occur when everyone in the school organization is focused on teaching and classroom practices, the organization culture elements essential to ensuring that every student is on track to graduate college-ready and life-prepared. Sustainability, now considered a field of science, seeks to facilitate what the National Research Council has called a "transition toward sustainability," i.e. improving a teacher's capacity to meet the needs of a much larger population of students. ("Sustainability Science: A Room of Its Own." 2007. The National Academy of Sciences of the USA. http://www.ncbi.nl .nih.gov/pmc/ articles/PMC1794267/)

PLC for Digital Analysis of Teaching and Classroom Practice will be the pivotal core of teachers to institutionalize reflective practice into the organizational culture as a sustainable model of professional development.

PLC for Digital Analysis of Teaching and Classroom Practices

Objectives

1. Behavioral: Participants will learn to analyze their teaching and discover ways to improve their effectiveness.
2. Performance: Participants will each complete one digital recording per quarter to be analyzed by the DATCP PLC.
3. Process: Participants will follow the protocols for effective PLCs when analyzing digital recordings.
4. Product: Participants will produce a set of high quality demonstration lessons teaching "our students" to be used to provide future professional development to our teachers.

Methods*

Who: Participants will be teachers who volunteer for the PLC. Novice teachers, veteran teachers and teachers who hold National Board Certification will be encouraged to participate.

How: Participants will select a facilitator from the teacher participants, review the protocol for effective PLC, establish group norms, and establish the specifications for digital recordings.

When: Participants will create a calendar of meeting dates and time; develop a roster of teacher participants' names, dates and time digital recordings are to occur; dates recordings are to be submitted to the facilitator; and the date the PLC will review and analyze each digital recording.

How Much: Participants will receive a stipend for their participation based on their level of participation, to be paid on December and May pay checks.

Why: This methodology has been selected because it provides opportunities for teachers motivated to engage in self reflection to hone their skills and make a contribution; provides opportunities for participants to use the PLC skills that have been introduced through the SIG; generates a product that can be used for future professional development; provides a process through which to sustain the high quality implementation of instructional strategies through reflective learning; and provides recognition and compensation for piloting the PLC for Digital Analysis of Teaching and Classroom Practices.

Staffing

Participants: Seven to ten teachers who embrace the practice of reflective learning and who commit to participating appropriately in all DATCP PLC processes.

Facilitator: One teacher selected from the seven to ten participating teachers. The facilitator will be responsible for preparing the agenda for each meeting, and creating and sustaining an environment in which PLC meetings support members in achieving their individual goals, their collaborative goals, and the project objectives. This individual must be able to focus more on interpersonal and collaborative processes than on content; more on others' contributions than one's own; more on listening, observing, modeling, and "directing traffic" than on speaking, presenting, or taking the lead.

Meeting Recorder: One teacher selected from the seven to ten teacher participants. The meeting recorder will be responsible for preparing and distributing the minutes of each meeting, ensuring that all decisions, assignments and dues are recorded therein.

Data Recorder : One teacher selected from the seven to ten teacher participants. The data recorder will be responsible for distributing, collecting summarizing and reporting on meeting evaluation ratings, and working with the facilitator to summarize the analysis of other DATCP PLC data collected.

Leadership Point: One member of the Campus Leadership Team will be the point person for the DATCP PLC. This person will facilitate the use of one digital recording in one "all teachers" professional development session per quarter.

Evaluation

Meetings: Feedback and Recommendations forms will be distributed at the end of each meeting to capture participants' responses to the quality of the meeting proceedings.

Digital Recordings: Analysis Framework Rubrics will be used to analyze each digital recording. Lead Turnaround Partner, Battelle For Kids, will create the rubric and conduct Inner-Rater Reliability Training to ensure that teacher-participants understand the guidelines for using the rubric.

Project: Feedback and Action Plan forms will be distributed at end of each campus-wide professional development session at which a digital recording was reviewed to determine the impact the recording had on members of the larger teacher group.

Budget

Camera, software/and support	$12,000
Stipends	$12,700- $2,200 for Teacher leader $1,200 for Teacher
Materials and supplies	$ 100
Total:	**$24,800**

*Based on participants' recommendation, the methods components may be modified to improve the efficiency of the project.

Digital Analysis Project- Board Agenda Item

Recommendation: Purchase Cameras and software for digital analysis of classroom practices and form a PLC of teachers to analyze digital recordings as relates to the Teacher Leader Effectiveness rubric.

Cost and Funding: Total cost not to exceed $99,200.00 and will be paid from the School Improvement Grant, 11-5370-2213-505300-494-000000-000-05-530-5370 (Clinton, 424,800.00), 11-5370-2213-505300-494-000000-000-05-710-5370 (East Central, $24,800.00), 11-5370-2213-505300-494-000000-000-05-715-5370 (Hale, 24,800.00), and 11-5370-2213-503200-494-000000-000-05-705-5370(Central $24,800.00) .

Requisition:

Rationale: The PLC for Digital Analysis of Teaching and Classroom Practices (DATCP) will be a group of highly motivated teachers who are willing to engage in self-reflective learning facilitated by analysis of digital recordings of their classroom actions. The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences (Farrell, T. S. C. *Reflective Practice in Action.* Thousand Oaks, CA: Corwin Press.) The DATCP PLC will pull motivated, willing teachers together; develop trust and relationships; promote analytical and constructive dialogue about teaching practices; and nurture a program of continuous self-reflective learning.

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