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: Nathan Hale High School (715)

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 9-10 Replace the Principal	No change
Transformation Model Item 2 Page 10-12 Use rigorous, transparent and equitable evaluation system	No change
Transformation Model Item 3 Page 12-14 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 15-16 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 16-17 Implement financial incentives, increased opportunity for promotion & career growth, and more flexible work conditions	SY 2012 implement Rosetta Stone Totale for Spanish language designed to increase teacher capacity to communicate with the student and parent population more effectively. 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 attachments
Transformation Model Item 6 Page 17-18 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 18-21 Promote the use of student data to inform instruction	No change
Transformation Model Item 8 Page 21 Establish schedules and implement strategies that provide increased learning time	No change
Transformation Model Item 9 Page 21-22 Provide mechanisms for family/community engagement	No change

Transformation Model Item 10 Page 22-23 Give school sufficient operational flexibility to improve student achievement and graduation rates.	No change
Transformation Model Item 11 Page 23-25 Ensure school receives ongoing technical assistance from LEA, SEA, and lead turnaround partner	No change
Transformation Model Item 12 Page 25-30 Additional permissible strategies	Hire Technology Specialist (Pg. 29) The Technology Specialist was employed the first two years of the grant. School year 2012 the individual was promoted to an Assistant Principal position at another district site. The Principal reported teacher capacity was met during the first two years and, therefore, the position was not needed for year three of the grant.

Principal, Turnaround Director and Superintendent Approval

Principal (Printed Name): Caleb Starr	Signature of Principal and Date X 12/6/12
Turnaround Director (Printed Name): Jurette Huggins	Signature of Turnaround Director and Date X
Superintendent (Printed Name):	Signature of Superintendent and Date X

Attention Teachers:

Tulsa Public Schools has created a partnership with Rosetta Stone. There are only three schools in the district that get to take part in this great opportunity, our school being one of those!

You have the ability to sign up for Rosetta Stone TOTALe to learn Spanish. There is no cost involved for you to participate in this program. However, we do ask you spend at least one hour per week working on the program. With Rosetta Stone TOTALe you will have access to learn Spanish anywhere you have high speed internet access. You will also be able to use it on multiple devices including computers, iPads, and smart phones. You will have access to Rosetta Stone TOTALe from December 1st 2012-December 1st 2013. The Rosetta Stone method works because it gets you speaking right from the start by connecting words, pictures and meaning – building a bank of language you'll never forget. As a child you learned your first language by experiencing the world around you. The Rosetta Stone solution recreates this immersive experience right on your computer. You'll discover how to speak, read, write and think in Spanish!

This great opportunity will open your language knowledge and allow you to communicate better with students, parents, and members of our community.

There will be a 30 minute informational webinar hosted by Rosetta Stone on Tuesday, November 13th at 7:15 a.m. Please join in the library to attend this meeting.

We are excited to offer this great opportunity to you! Seats are limited, so please inform your building principal that you would like to participate.

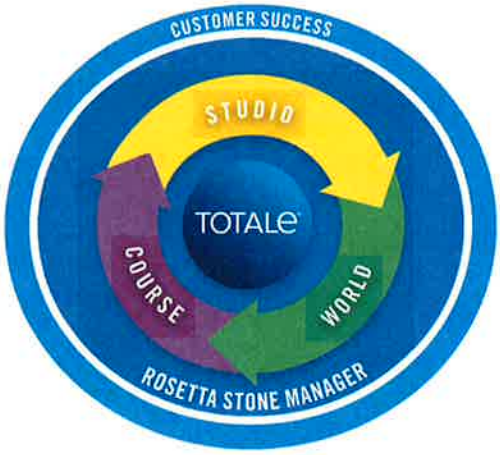
RosettaStone® Education

Rosetta Stone® Classroom TOTALe®

For K-12

As globalization becomes more important, so does the need to prepare students for future success with language skills. The need for World Language programs and growing non-English speaking populations leave educators struggling to fit language programs into a school day while still juggling numerous demands on budgets, staff, and student time.

Rosetta Stone Classroom TOTALe, our newest education innovation, addresses these challenges by delivering scalable, online language programs for students and staff. Live sessions led by Studio Coaches, engaging games, and interactions with other students reinforce learning in a safe environment. And because it is online, TOTALe can extend learning time through self-paced study.



RosettaCOURSE®

Features our award-winning Rosetta Stone Classroom curriculum, which provides a foundation for learning a language by incorporating fun, interactive activities that stimulate learning from the very first screen. Rosetta Course combines language, meaning, and clear imagery to enable students to think in their new language, eliminating the crutch of translation and rote memorization.

RosettaSTUDIO®

Increases students' confidence as they practice their new language skills in real time along with others at their level and a Studio Coach who is a native speaker. Engaging conversations challenge students while providing feedback and real experience speaking in their new language—all in a friendly, fun, online environment. Students have unlimited access to Rosetta Studio and may attend as many Studio sessions as they wish.

RosettaWORLD®

Allows students to enhance their skills through interactive language games and stories appropriate for their level of progress.

RosettaStone Education

Rosetta Stone Manager

Features powerful administrative tools and reporting functionality to add students, plan lessons, run activity reports, and monitor student progress. Rosetta Stone Manager enables educators to differentiate instruction on a student-by-student basis.

Customer Success Team

Our dedicated Customer Success Team works with school and program administrators to identify successful implementation strategies and provide ongoing program support, helping to ensure program success.

Rosetta Stone Mobile Applications

Students can discover their new language independently—whenever and wherever—making learning a new language even more convenient by utilizing a range of mobile applications.

TOTALe Companion™ HD

Allows students to continue lessons from Rosetta Course® anywhere they use an iPad® device connected to the Internet.

TOTALe Companion™

Extends language practice with Rosetta Stone® Classroom TOTALe® to anywhere an iPhone® or iPod touch® mobile device is used. This exclusive application features our speech-recognition technology and an easy-to-use interface to help reinforce lessons.

Audio Companion®

Enables students to reinforce speaking, pronunciation, and vocabulary learned in Rosetta Course. Audio Companion files are stored on CDs in MP3 format for exporting to MP3 players.

To contact Rosetta Stone for more information

(800) 811-2819
classroom@RosettaStone.com
RosettaStone.com/Schools

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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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