

**OKLAHOMA LEA APPLICATION  
SCHOOL IMPROVEMENT GRANT 1003(G) AND  
AMERICAN RECOVERY AND REINVESTMENT ACT**

**SCHOOL SECTION**

LEAs must duplicate the School Section of this application for **each** Tier I and Tier II school to be served.

<b>School Name:</b> Daniel Webster High School <b>Address:</b> 1919 W 49 <sup>th</sup> St. Tulsa, OK 74107	<b>SIG Site Contact:</b> Jim Rector <b>Name &amp; Position:</b> Principal  <b>Phone#:</b> 918-746-8000 <b>Email Address:</b> rectoji@tulsaschools.org	
<b>Grade levels enrolled (SY10):</b> 9-12	<b>Number of Students Enrolled (SY10):</b> 618	
<b>Tier Level</b> Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	<b>Title I Status:</b> <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
<b>School Improvement Status</b> _____ School Year 1 _____ School Year 2 <input checked="" type="checkbox"/> Corrective Action _____ Restructuring Planning _____ Restructuring Implementation	<b>Intervention Model Selected:</b> _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
<b>Waiver Request:</b>  <input checked="" type="checkbox"/> Requested for this School  _____ Not Requested for this School	<b>Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.</b>	
	<b>Year 1: SY 2010-11</b>	<b>745,699</b>
	<b>Year 2: SY 2011-12</b>	<b>686,899</b>
	<b>Year 3: SY 2012-13</b>	<b>686,899</b>
<b>Total Amount of Funding Requested for this School</b>	<b>2,107,497</b>	

**SCHOOL NEEDS ASSESSMENT**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

Beginning in October, 2009 the LEA met with potential Tier I schools concerning the possibility of the 1003g grant. Meetings occurred with members of the LEA, the Tulsa Chamber of Commerce, Philanthropic Community Partners, The State Department of Education and the Tulsa Public Schools Board of Education discussing the lack of student progress toward college readiness standards and shortfalls in several academic curricular areas. As the 1003g guidance developed the discussions focused on expanding the ACT/Rigor and Readiness standards to all middle and high schools and implementing extended learning time to targeted middle schools. For the past five years schools have implemented a comprehensive school improvement process and model that assured an analysis of data in the areas of instruction, curriculum, climate/classroom behavior, attendance and graduation rate. The individual sites received intense training in the disaggregation of data which included the collection, display and analysis of same. All significant sub groups of students were analyzed. The results were shared at several venues including, but not limited to, staff meetings, departmental meetings, grade level meetings, parent community meetings and print communications. Additional specifically designed focus groups were empowered to review and recommend courses of action which address unique and specific needs of the audiences within of the province of the review of the focus group.

Complete the chart below showing the data sources used as part of the comprehensive needs assessment. Rows may be added as needed.

<b>Student Achievement Data</b> (OCCT, Benchmarks, District Assessments, Report Cards)	<b>Perception Data</b> (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	<b>Demographic Data</b> (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
2009 EOI, percent scoring satisfactory or above: English II 60% English III 48% Algebra I 52% Algebra II 11%	Quality Time Analysis: Estimated usage of 73% of instructional minutes each day for classroom instruction; 71 minutes lost each day for lunch (30 min), class changes (35 min), housekeeping/distractions (30 min).	<i>Total Pop. - 618</i> Caucasian – 36% African/Am – 36% Amer. Ind. – 18% Hispanic – 9% Asian/Pac. Isl. – 0.1% Male – 51% Female – 49%
4-year Graduation rate: 49.6%	Student Readiness Inventory (9 <sup>th</sup> grade self assessment): 1-100 scale Academic discipline - 41 Commitment to school - 50 Family attitude toward education - 44 Family involvement - 42 Managing feelings - 43 Optimism - 48 Orderly Conduct - 47 Rel. with School Personnel - 41 School Safety Climate - 25	Attendance: 84.8%

	Thinking before Acting – 51 Overall Academic Success Index - 35	
2009 Dropout rate: 4.2%		Low Income (F/RL) – 76%
2009 ACT avg score: 17.2 (40 graduates tested)		Special Education: 23%
AP course enrollment – 53 AP tests taken – 43 Test scores over 3 - 2		Cases of suspension: 308 Days lost to suspension: 2674
College Readiness Indicators as Determined by ACT-EPAS Reading: 18 Math: 8 ELA: 42		

Complete the chart below by providing a list of the stakeholders involved in the needs assessment process.

Name/Role	Title	Stakeholder Group
<b>Jim Rector</b> – Leadership Team member to complete needs assessment and work with teachers and community members to complete school action plan.	Principal	Administration
Saundra Ford – Served on needs assessment team.	Assistant Principals	Administration
Mike Crase - – Leadership Team member to complete needs assessment and work with teachers and community members to complete school action plan.	Assistant Principals	Administration
Jacarriah Johnson - – Leadership Team member to complete needs assessment and work with teachers and community members to complete school action plan.	Counselor	Counselor
Kristia Carey - – Leadership Team member to complete needs assessment and work with teachers and community members to complete school action plan.	Teacher	Teacher
Tracy Ogle - – Leadership Team member to complete needs assessment and work with teachers and community members to complete school action plan.	Teacher	Teacher
Robert Parsons - Served on needs assessment team.	Teacher	Teacher

Patricia Pegues – Met with community stakeholders to discuss action plan ideas.	Teacher	Teacher
Tami Soto – Met with Parent Leadership Institute committee to discuss parent involvement in grant action plan and to insure that Parent Leadership Institute activities were aligned to action plan.	Parent	Parent

Provide in the space below a narrative describing the needs assessment process the LEA used to collect, analyze, and report data.

The LEA Leadership Team, including a parent representative used data collected from ACT to determine the college readiness of TPS students along with OCCT/EOI data to determine progress toward state standards. Each school used the SRI to gain student prospective and each staff participated in the WISE needs assessment focusing on the identified 29 rapid improvement indicators.

Provide in the chart below a summary of the results of the comprehensive needs assessment including strengths, weaknesses and areas of critical need as indicated by the data.

<p><b>School Profile:</b> Includes student and staff data.</p>	<p><b>Students:</b>  <i>Total Pop. - 618</i>  Caucasian – 36%  African/Am – 36%  Amer. Ind. – 18%  Hispanic – 9%  Asian/Pac. Isl. – 0.1%  Male – 51%  Female – 49%  Low Income (F/RL) – 76%  Special Education: 23%</p> <p><b>Staff:</b>  Total Certified Pop. – 53  Male – 23  Female – 30  Doctorate – 0  Masters – 20  Bachelor – 33  Student/Teacher Ratio – 13:1  Teacher Attendance: 96.2%</p>
<p><b>Curriculum:</b> Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The leadership team recently evaluated the current curriculum and came to the conclusion that this was an area in need of improvement as supported by the WISE report Indicators 1.01, 1.03, and 1.07 where the rubric scores were all a 2 indicating that there is “limited development” in place. Webster is currently</p>

	beginning to implement data retrieval programs by utilizing the information from ACT/America's Choice. The data that we have currently collected is limited to Explore and Plan tests that were taken after the beginning of the school year. The data is currently being disseminated via departmental meetings, leadership team meetings, and faculty meetings.
<b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to PASS, and use of assessment data.	The leadership team recently evaluated the evaluation and assessment process and came to the conclusion that this is an area of need as referenced by the WISE report indicators 2.03 and 2.05. Teachers have not been properly trained in order to create appropriate pre- and post- tests. While this will be implemented for the 2010-2011 school year, teachers currently perform in a wide variety of developmental areas dependent on their level of expertise and previous training. The training that is needed will include training in assessing and analyzing data.
<b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.	The leadership team recently evaluated the instructional strategies and came to the conclusion that this is a dire area of need as referenced by the WISE report Indicator 3.08 where the rubric score was a 1 indicating that there is “no development or implementation.” Many teachers are currently reluctant to employ the techniques needed in order to provide effective research-based instruction. The training that is needed is the analysis of a variety of indicators in order to be able properly implement effective and collaborative instruction and remediation.
<b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	The leadership team recently evaluated the school culture and came to the conclusion that this is a vital area of need as referenced by the WISE report indicators 4.03 and 4.05 where we scored a 1 indicating that there is “no development or implementation.” Many teachers take very little responsibility for the academic success of their students. Training in this area needs to be implemented in order for the faculty and staff to better understand the ownership that needs to be taken in order to insure higher academic expectations are met.
<b>Student, Family, and Community Support:</b> Includes communication methods and including parents as partners.	The leadership team recently evaluated the learning environment and came to the conclusion that this is an area of need as referenced in the WISE report indicators 5.01, 5.02, and 5.05 where we scored a 2 in all areas indicating that currently have “limited development” in this area. Some teachers communicate with the family in an effective and timely manner but many do not do so. This area needs to be improved and teachers need to be trained in order to effectively and efficiently communicate information to the primary stakeholders involved in the success of each student.
<b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process.	The leadership team recently evaluated the level of professional growth, development, and evaluation that is present at Webster High School and came to the conclusion that this is an area in need of improvement as referenced in the WISE report indicators 6.04, 6.06, 6.11, and 6.13 which indicates that there is “limited development” in the building. In the past teachers have often been isolated both logistically and by level of expertise in their content area. Professional development in the area of growth and

	collaboration need to be implemented on a regular and consistent basis.
<b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision.	The leadership team evaluated the effectiveness of the school's leadership and came to the conclusion that this is an area in need of improvement as referenced in the WISE report indicators 7.01, 7.02, and 7.10 which indicates that there is "limited development" in this area. The leadership team has been re-governed this school year and now meets on a weekly basis in order to consistently collaborate, focus on data, and share the development and vision of the school.
<b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming.	The leadership team evaluated the organizational structure of the building and came to the conclusion that this is an area in need of improvement as referenced in the WISE report indicators 8.03, 8.04, and 8.09 which indicates that there is "limited development" in this area.. The teachers are currently lacking in knowledge as to how to effectively use instructional time and the leadership team is currently making changes based on the state's Quality Time Analysis data in order to increase the instructional time on task.
<b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	The leadership team evaluated the concept of comprehensive and effective planning and came to the conclusion that this is an area in need of improvement as referenced by the WISE report indicators 9.01, 9.05, and 9.07 scoring a 2 in all areas indicating that there is "limited development" in these areas. The new governance at Webster is developing the shared development of a vision and collaborate efforts in school decisions but the implementation of this area has and is lacking in meeting the overall goals that will allow alignment with the school's mission and vision.

**SCHOOL IDENTIFICATION OF INTERVENTION MODEL**

In the space below, provide a detailed narrative describing how the selected intervention model was chosen and the correlation between the selected intervention model and the results of the comprehensive needs assessment.

Tulsa Public Schools will use the Transformational Model for Webster High School. This intervention model was determined for the LEA by the Leadership Team by reviewing school data, meeting with community stakeholders and parents, and discussing action plans with district administration. The activities that Webster will focus on with these grant funds are directly related to the needs identified by the data and WISE assessment results as follows:

**EEIB - 2.03 – All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives. Activities:** Webster High School will hire a full time curriculum specialist who will assist teachers in infusing their Magnet School theme into the state Common Core Standards and the ACT College Readiness Standards aligned with Broadcasting, Digital Media, and Journalism programs. In addition, this LEA will seek consulting services from Simmons Associates who will work with all teachers in the school on incorporating their research-based Comprehensive Behavior Management Program. This program will be available in multiple formats

including workshops and on-site consulting and will feature such topics as Raising Expectations – Motivating the Non-Worker and Turning All Parents Into Partners. This Consulting Firm will also provide assistance in fusing the Magnet curriculum into the school curriculum and provide training in creating a rigorous curriculum while following specific Magnet related career paths. This Consulting Firm will also provide one full time associate at Webster High School to work with teachers on a daily basis and to provide coaching and modeling for teachers. In addition, Webster will incorporate extended learning time into their current schedule beginning in August 2011 which will add an additional half hour of instruction to each school day. This additional school day will be held in collaboration with student lunch time where students who have below a C in any class will attend daily tutoring until that grade has been raised and students who maintain an A-B in all classes will attend enrichment and advisory activities related to college and career readiness such as ACT Prep and Career Choices training.

**EEIC - 3.03 – All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. Activities:** Webster High School will implement Professional Learning Communities with common planning periods where instructional strategies will be shared on a cross-curricular basis. These meetings will occur consistently and continually throughout the school year on no less than a weekly basis in groups of no more than 8 teachers per PLC. The school will also utilize departmental meetings in order to develop subject specific curriculum that is rigid and consistent throughout the school on both a vertical and horizontal basis. The school will have PLC leaders who will be paid an annual stipend in order to collect, organize, and disseminate the information and data that is gathered in each PLC.

**EEIC - 3.08 – All teachers assign purposeful homework and provide timely feedback to students. Activities:** In order to insure that homework and assignments are purposeful and that feedback is timely, surveys will be distributed on a pre/post basis in addition to every quarter to obtain feedback from students, teachers and parents. These frequent survey data points will provide an opportunity for the school to make formative adjustments to their homework and curriculum policy to ensure that it is both purposeful and rigorous. The data from these surveys will be analyzed and discussed on a regular basis during PLC meetings.

**EEIIA - 4.07 – All teachers will communicate regularly with families about individual student progress. Activities:** Webster will extend the contract of their Parent Involvement Facilitator to ensure this position is on a 12-month contract so that extensive parental involvement planning can take place during the summer months. This facilitator will make home visits and contact parents who are difficult to reach due to a lack of a phone, computer, or transportation. In addition, the new teacher evaluation rubric will include a section on parental involvement and all teachers will be required to keep a log of parental contacts which will be discussed during PLC meetings.

**EEIIC – 9.01 – School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. Activities:** A new school mission, vision, and annual goals will be established in August of every year through a collaborative effort with all teachers and stakeholders that will be aligned to the district mission, vision, and strategic plan. Teachers will be required to tie all of their activities in the classroom to these school-based goals and vision for all students. In addition, school leadership will participate in SREB leadership training modules every year offered by the district that will concentrate on creating a high performance learning culture. Training modules will then be provided on a monthly basis

to teachers through their PLC meetings to assist in changing the belief systems of teachers to one that all students can learn! In addition, the school will request a No Zero Policy change to their current school policies. See an example of this policy change in the Appendix of this application.

**EEIHC – 9.05 – School planning team identifies action steps, resources, timelines, and person responsible for implementing the activities aligned with school improvement goals and objectives.**

**Activities:** The Webster High School Leadership Team has met on several occasions to ensure that all data is incorporated into the following Action Plan.

**SCHOOL SMART GOALS**

Complete the charts below by providing three-year SMART Goals in Reading/Language Arts, Mathematics, and Graduation Rate, if applicable for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2010-2011: The percentage of English II students scoring at proficient or higher in Language Arts 2 will increase from a score of 60% in 2009, a minimum of 10% by the end of the 2010 -2011 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 23%.
Goal for 2011-2012 The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 10% based upon the achieved scores in the 2011-2012 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 28%.
Goal for 2012-2013: The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 10% based upon the achieved scores in the 2012-2013 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 33%.
Rationale: To increase student achievement so that a high percentage of students are College and Career ready.

SMART Mathematics Goals
Goal for 2010-2011: The percentage of students scoring at proficient or higher in Algebra I will increase from a score of 52% in 2009 to a minimum of 60% and Algebra II from 11% to 30% by the end of the 2010 -2011 school year as measured by the Spring OCCT. Additionally students will achieve a 10% gain in Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 13%.
Goal for 2011-2012: The percentage of students scoring at proficient or higher in Algebra I will increase from a score of 60% to a minimum of 68% and Algebra II from 30% to 48% by the end

of the 2010 -2011 school year as measured by the Spring OCCT. Additionally students will achieve a 10% gain in Algebra I Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 18%.
Goal for 2012-2013: The percentage of students scoring at proficient or higher in Algebra I will increase from a score of 68% to a minimum of 76% and Algebra II from 48% to 66% by the end of the 2010 -2011 school year as measured by the Spring OCCT. Additionally students will achieve a 10% gain in Algebra I Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 23%.
Rationale: To increase student achievement so that a high percentage of students are College and Career ready.

<b>SMART Graduation Rate Goals</b>
Goal for 2010-2011: The percentage of all students graduating in their current peer group will increase from the current 50% to 60%.
Goal for 2011-2012: The percentage of all students graduating in their current peer group will increase from the current 60% to 70%.
Goal for 2012-2013: The percentage of all students graduating in their current peer group will increase from the current 70% to 80%.
Rationale: To increase student achievement so that a high percentage of students are College and Career ready.

**SCHOOL ACTION PLAN**

For each Tier I and Tier II school, complete a three-year action plan for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

<b>Name of School: Webster High School</b>		<b>Tier: 1</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>TPS has selected Jim Rector to serve Webster High School in their transformational process to bring about greater academic success and progress as well as increasing the college/career-readiness of its students. Mr. Rector was selected due to demonstration of outstanding leadership which included: previous outstanding success in leading Broken Arrow Intermediate School (Broken Arrow, Ok) to meeting AYP goals throughout his leadership tenure there; previous demonstration of leadership excellence within the feeder pattern of Webster High School while as an assistant principal at Clinton Middle School; first-hand knowledge and understanding of the unique needs within the Webster High School community; on-going staff development understanding of the Magnet philosophy and curriculum needs to meet full implementation goals within the USDE Magnet School grant (2006-10).</p> <p>The principal already selected demonstrates the following qualities: Turnaround principals will provide transformational leadership to planning, launching and managing the schools identified by the Oklahoma State Department of Education as under-performing and in need of improvement. This will include implementing the intervention model chosen by TPS and the school leadership to focus on high student achievement and progress, college/career-readiness, building a positive and safe school climate that supports the whole student, leveraging research and data based decision making to drive initiatives and instruction, as well as a high performance culture for both the teaching staff and the leadership team to achieve the school's</p>	July 2010	Associate Superintendent of Secondary Schools and the Human Capital Office

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	<p>visionary but realistic goals. The Turnaround principals will be responsible for collaborating with parents, community members, the Turnaround Office and the Turnaround Partners, as well as other internal/external resources and stakeholder to implement new education programs, data tools, and other resources to accelerate student achievement/progress and college/career-readiness.</p> <p>The Turnaround principal will have entrepreneurial school leadership experience with demonstrated success in driving high performance, raising student achievement and progress, and improving achievement and progress for underperforming subgroups. They will have experience in building effective teams along with exceptional coaching skills. They will also have strong curriculum knowledge, including implementing literacy and math interventions.</p> <p>Qualifications: Master’s Degree or equivalent in educational administration and valid and appropriate Principal Certification.</p>		

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p><i>Value-added and Student Growth Projections</i></p> <p>As part of the TPS Teacher Effectiveness Initiative that will ensure that there is a quantifiably effective teacher in front of every student and that effective teachers are supported by effective leadership in a district that is centered around a high performance culture, TPS will work with a nationally recognized vendor to collect and use value-added data and student growth projections.</p> <p>Value-added scores for one year of students will be used for diagnostic purposes, to identify the strengths and weaknesses of the individual teacher and help them make data-informed decisions about their practice. Multiple year averages will be used for evaluation and exiting decisions to eliminate the risk of year by year score fluctuations that may occur for reasons outside the teacher’s control. Additionally, a set of control variables will be identified by the vendor and formulated into the value-added calculation to ensure that the teacher’s value-added score is measuring teacher effectiveness rather than student characteristics. These control variables will be developed according to data availability, specifications determined by the value-added vendor, as well as the statistical significance of each in properly measuring teacher effectiveness.</p> <p>TPS has determined that a nationally recognized vendor that specializes in value-added measures will best serve its purposes for the following reasons: the calculations and analyses necessary to produce reliable value-added scores are</p>	<p>Teacher-student linkage will be verified in May 2010</p> <p>Value-added Vendor Identified through RFP process by July 2010</p> <p>Value-added scores and student growth information produced by vendor each summer/fall then released to the District and schools for use in data-informed decision making and PLC discussion meetings. Oct.-Nov. in 2010, 2011, and 2012.</p>	<p>Program Management Office</p> <p>Program Management Office and Teacher Effectiveness Initiative Office</p> <p>Teacher Effectiveness Initiative Office</p>

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>complex; a proactive approach is needed to instill teacher confidence an objective assessment system. Only teachers in tested grades or subjects where a test was given in the previous year will be provided with an individual value-added score. Teachers in non-tested grades and subjects will be included in the analysis as it pertains to school-wide value-added scores and student growth projections.</p> <p>Training will be provided annually, aligned to value-added reporting cycles, to ensure that teachers and administrators effectively use the data to determine intervention, acceleration, and appropriate student course placement.</p> <p><i>Teacher Expectations</i></p> <p>Teacher expectations will be established and assessed via the performance rubric created under the TPS Teacher Effectiveness Initiative. While only a portion of TPS teachers will have individual value-added scores, all teachers will be assessed using the newly re-designed teacher performance rubric beginning in fall of 2010. The rubric will be crafted to comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team assigned to this re-design has examined the standard Oklahoma evaluation tool, evaluation tools from other states, the research of Charlotte Danielson, Thomas Toch and Robert Rothman.</p> <p>The final rubric will include clear indicators of each domain and dimension that will be provided to each teacher and reviewer along with training to understand the measures. The rubric will be divided into five numerical performance levels</p>	<p>June 2011 and 2012</p> <p>June 2010</p> <p>August 2010</p>	<p>Teacher Effectiveness Office; Battelle 4 Kids Consulting Group</p> <p>Teacher Effectiveness Office; Human Capital Office; Consultants</p> <p>Human Capital Office</p>

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	<p>defined for each dimension. Teachers who meet the lowest performance level (1) criteria will be equivalent to “unsatisfactory.” Correlatively, teachers who meet the highest performance level (5) criteria will equate to the most effective teachers. A field test of the performance rubric is currently underway and a team of teachers, TCTA representatives, principals, administrators, and a nationally recognized expert will work to incorporate field test comments into the final design in the summer of 2010.</p> <p>Once the performance rubric has been approved by the TPS Board of Education, negotiated with TCTA, and rolled out to the district, teachers will have one on one meetings with their principals, as well as Professional Learning Community teams leaders, Turnaround Office, and Turnaround Partners, as necessary, to discuss the individualized strengths and weaknesses of the teacher as they relate to the teacher’s impact in student achievement and student progress so that they can make data informed changes and improvement to their practice.</p>	<p>Pilot Spring 2010</p> <p>Revision with nationally recognized expert Summer 2010</p> <p>Roll out Fall 2010 and beyond</p>	<p>Human Capital Office</p> <p>Human Capital Office</p>
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities	<p><i>Rewarding Effective Teachers and Leaders</i></p> <p>Principals, teachers, and staff at each school that meets or exceeds its annual milestones in all categories (reading/language arts, mathematics, graduation rates – for high schools only) will be rewarded with school-based incentives. The TPS Turnaround Office will work with the</p>	<p>Policy/Procedure established – November 2010</p> <p>Incentives distributed</p>	<p>Turnaround Office and Turnaround Partner in collaboration with Teacher Effectiveness Office</p>

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have been provided for them to improve their professional practice, have not done so.	<p>Turnaround Partner to determine a range of awards, spanning from meeting the minimum milestone to far exceeding the target. A pool of money will be created for all of the participating schools and incentive amounts will be set based on the availability of funds and the predicted success rates of the schools in meeting or exceeding their milestones.</p> <p>Further, individual teachers who demonstrate high levels of effectiveness, as identified through their scores on the performance rubric as well as value-added and student growth information, will be approached to become Professional Learning Community leaders for their schools and have the opportunity to share and model for their colleagues in an effort to improve the practice of everyone around them.</p> <p><i>Exit Ineffective Teachers</i></p> <p>Relying on the assessment system detailed under Requirement 2 above, TPS will set exacting performance standards against which all teachers will be measured. The performance standards will be developmentally appropriate for probationary and career teachers.</p> <p>TPS will implement and enforce adherence to these standards to avoid harm to the students. District administrators and principals will be required to clearly communicate expectations to their teachers, make it known that ineffectiveness will not be tolerated, document the performance of every teacher, and be held accountable for enforcing the rules when expectations are not met. Consistent</p>	<p>each Fall after testing results are in and milestone progress is assessed beginning in Fall 2011.</p> <p>Effective teachers identified each Fall after testing/rubric results and value-added/student growth information is available beginning Fall 2010</p> <p>Fall 2010</p> <p>Fall 2010 and beyond</p>	<p>Turnaround Office and Turnaround Partner; Human Capital; Teacher Effectiveness Office</p> <p>Principals, Turnaround Office, Turnaround Partner; Human Capital; Teacher Effectiveness Office</p> <p>Principals, Turnaround Office, Turnaround Partner, and Human Capital Office</p> <p>Principals, Turnaround Officer, Human Capital Office; Teacher Effectiveness Office</p>

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	<p>documentation of performance for every teacher in the school is key to this strategy so that when a teacher falls below the acceptable levels and the exiting process is activated, compliance with due process procedures is not at issue since the teacher, principal and the district are all aware of the teacher's performance.</p> <p>Current state law requires principals to provide a plan of improvement for all teachers who fail to meet expected standards, but this plan may not exceed two months. In order to provide sufficient time for actual improvement, TPS will work with state officials to introduce legislation in the next session to extend the maximum period for a plan of improvement to one year.</p> <p>Probationary and career teachers will be aware of their developmental needs well before their formal evaluation because they will be developmentally appraised with the same assessment tool prior to being consulted regarding their formal evaluation results. Along with their principal, mentor teacher, and Professional Learning Community team (PLC) Leader, they will tailor a personal development plan to improve their effectiveness in the classroom. If their next formal evaluation does not bring them into the acceptable range, they will be dismissed. If the teacher has demonstrated progress, but falls slightly short of the standard, the principal and district administrators will have discretion as to the exiting decision.</p>	<p>January 2011</p> <p>October 2010 and beyond, a minimum of two observations per year by peer reviewers</p>	<p>Teacher Effectiveness Office</p> <p>Human Capital; Peer Reviewers; Teacher Effectiveness Office</p>

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	<p><i>Exit Ineffective Leaders</i></p> <p>Principals and assistant principals will also be held to a set of performance standards that will include ensuring that their school is performing up to expected achievement levels. These standards will be clearly communicated to all leaders at the outset of their term and as needed for reinforcement. An effective leader will be expected to show a school value-added score that meets or exceeds a specified minimum score each year as well as meeting Federal AYP (Annual Yearly Progress) standards for graduation rates, student test scores, and attendance. They will also be required to have a score on their performance rubric evaluation that meets or exceeds district standards. Developing leaders will be permitted to achieve at a slightly lower standard in their first year, but will be expected to reach the district standard of effectiveness in the following year. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations.</p>	Fall 2010	Turnaround Office, Turnaround Partner, and Human Capital Office

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<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Too often teachers and administrators are overwhelmed with data, but they lack the means to utilize that data in a productive and impactful manner. By implementing the following strategies, TPS will establish and sustain school-wide, balanced assessment systems that reinforce the value of both summative and formative measures to inform educational decision making as well as empowering teachers and administrators to use data efficiently to make such decisions. These changes in practice will be implemented through the use of differentiated, problem-based professional development that is highly utilitarian for all staff, including leadership mentoring. A scaffolded system of support will be built to ensure proper use and sustainability through extensive training for district and building level Professional Learning Community leaders. Further, each participating school will be provided with a Data Coordinator to provide ongoing, direct support to teachers and the school-based Professional Learning Communities. Professional development will be provided through in-person training as well as online courses and webinars developed by the Turnaround Partner.</p> <p>In addition to the Professional Development offerings throughout the year and the weekly PLC team discussions and planning sessions, the Turnaround Partner will design and host a 5-day summer academy each year for the leaders and teachers of the participating schools to immerse them in Transformation principles and help them implement the models to fidelity. This academy will bring in national</p>	<p>Ongoing Professional Development throughout the school year beginning July 2010</p> <p>5-day Summer Academy each July/August</p>	<p>Turnaround Office, Turnaround Partner, and principals; training consultants; Director of Professional Development; Professional Development Triad</p> <p>Turnaround Office and Turnaround Partner</p>

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	<p>experts who will speak on topics such as the Case for Change and Change Leadership. Three days will operate as” learning” sessions (2 hour “learning” session followed by an hour of “doing” sessions with small groups from their school to internalize the information). Two days will then be “doing” sessions where each school has the opportunity as a large group and as smaller PLC teams to process the information learned and work out an action plan for the upcoming school year.</p> <p>Finally, the Turnaround Partner will host an annual summer academy for teachers new to a participating school to immerse them in the Transformation principles, mindset changes, and to familiarize them with the practices taking place at the school they are joining.</p>	New Transformation teacher academy each July/August beginning July 2010	Turnaround Office and Turnaround Partner; training consultants
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	Principals, teachers, and staff at each school that meets or exceeds its annual milestones in all categories (reading/language arts, mathematics, graduation rates – for high schools only) will be rewarded with school-based incentives. The TPS Turnaround Office will work with the Turnaround Partner to determine a range of awards, spanning from meeting the minimum milestone to far exceeding the target. A pool of money will be created and incentive amounts will be set based on the availability of funds and the predicted success rates in meeting milestones.	<p>Procedures set in place and communicated to school staff January 2011</p> <p>Incentives paid Fall of each year beginning Fall 2011</p>	<p>Turnaround Office, Turnaround Partner, Human Capital, Finance Department</p> <p>Turnaround Office, Turnaround Partner, Human Capital, Finance Department</p>

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6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.	<p><b><i>Rigorous Curriculum</i></b></p> <p>Finally, TPS will implement and integrate a rigorous college and career-readiness curriculum, ACT/America’s Choice: Rigor and Readiness Initiative, into the overall plan for school transformation. The primary objective will be to recalibrate each school’s curriculum to align with the ACT Quality Core standards based on assessment results. Further, students at the participating middle schools will receive increased learning time through the Extended Learning Time model as provided by the National Center on Time and Learning.</p> <p>As part of the transformation model, TPS will specifically address the motivational and competency aspects of the change process by providing the following:</p> <ol style="list-style-type: none"> <li>1) Communications to staff, parents, the school community, and other stakeholders about the need for ensuring college and career-ready graduates that includes evidence for the need and urgency for change in the context of the culture of each school’s specific community,</li> <li>2) End-of-course results, value-added information and student progress information to guide decisions about course design, rigor, and student and teacher course assignments,</li> <li>3) Tools and support delivered directly by ACT/America’s Choice to address discrepancies between the present standards and ACT Quality Core standards,</li> </ol>	<p>Curriculum already adopted</p> <p>Curriculum implementation and practice training provided throughout each school year and each summer</p> <p>Curriculum alignment Spring 2011</p>	<p>Associate Superintendent of Secondary Schools</p> <p>ACT/America’s Choice, Turnaround Office, and Turnaround Partner</p> <p>ACT/America’s Choice, Turnaround Office, Turnaround Partner, Secondary Curriculum Department</p>

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	<p>4) Tools and support delivered directly by the National Center on Time and Learning to address scheduling and course content issues,</p> <p>5) Opportunities to learn from peers, within, and outside the transformation project, and</p> <p>6) On-site support (materials, guidance, connections, resources), feedback, and monitoring.</p> <p><i>ACT/America's Choice: Rigor and Readiness Initiative</i></p> <p>TPS contracted with ACT/America's Choice in the summer of 2009 to begin a pilot implementation in some of its middle schools and high schools. The program is designed to improve the level of college readiness as determined by the extensive research conducted by the America College Testing (ACT) organization. The reform model is based on the Response to Intervention (RTI) practices that have a proven record of success. The RTI process applies to both academic interventions and guidance of psychosocial supports. In addition to the intervention strategies, the focus of this initiative is to improve teaching methodology, raise academic standards, increase data driven instructional practices and collaboration via Professional Learning Communities (PLC).</p>	August 2010 and beyond	Turnaround Officer; Principals; training consultants
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of	<p><b>1) <i>Summative Data Access and Use</i></b></p> <p>By analyzing value-added and student growth projection information, end of course examinations, as well as Explore, Plan, and ACT test scores, teachers and administrators will</p>	Training for Professional Learning Community Team Leaders and Data Coordinators	Turnaround Office and Turnaround Partners

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individual students.	<p>use their data to assess how they are impacting student learning and to inform their decisions about instructional efficacy, practice, student and teacher placement, and the effects of interventions. Professional development and Professional Learning Community efforts under this component will concentrate on ensuring a teacher's ability to do the following:</p> <ul style="list-style-type: none"> <li>a) Interpret value added test results</li> <li>b) Understand the interactions of progress and achievement information as well as their measured effects and contributions to student growth</li> <li>c) Use student growth projections to help students meet Explore, Plan and ACT targets</li> <li>d) Discern patterns of student growth by disaggregated student groups</li> <li>e) Determine and employ strategies that accelerate growth for students who are failing to make sufficient academic progress</li> <li>f) Synthesize value-added information with other data sources to determine meaningful action steps in response.</li> </ul> <p><i>End of Course Examinations</i></p> <p>The Professional Learning Communities at each participating school will be provided with OCCT and EOI test results, as appropriate. Analysis of the student test data will all the</p>	<p>August/September 2010</p> <p>Professional Learning Community teams will meet weekly beginning August 2010</p> <p>Fall of each year when state testing data, value-added, and student growth information is available and ongoing in weekly PLC discussion and</p>	<p>Turnaround Office, Turnaround Partners, principals, and PLC team leaders</p> <p><u>D</u>istrict Office of Accountability, Turnaround Office, Turnaround Partner, principals, and PLC team</p>

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	<p>Professional Learning Community teams to determine where achievement and progress gaps may exist relative to what has been taught and what should be taught if students are to be college/career ready. Gap analysis and test interpretation will help teachers and administrators determine learning progressions and make cogent revisions to the curriculum.</p> <p><i>Explore/Plan/ACT Examinations</i></p> <p>For many years, the Oklahoma State Regents for Higher Education have provided Explore, Plan, and ACT examination data to the District, but generally, the data is placed on a shelf and is not used to inform practice. TPS will work with its Turnaround Partner to bring the data and ownership for the results in the Professional Learning Community teams. Teams will help the teachers analyze their own knowledge of the examinations and their student's performance on those exams. They will discuss each openly and develop action plans to address how they will respond to them. School counselors will be included in the Professional Learning Community teams as they are a crucial partner in ensuring that students are college/career ready.</p> <p><i>Formative Assessment and Responsive Practice</i></p> <p>Each school will work with the TPS Turnaround Office and its Turnaround Partner to leverage strategic change in school and classroom culture, teacher expectations, data use, and student engagement.</p>	<p>planning sessions</p> <p>Fall of each year when EPAS testing data is available and ongoing in weekly PLC discussion and planning sessions</p> <p>Survey tools will be administered at least one time per year with timing at the discretion of each school. Results will be analyzed through the weekly PLC discussion and planning sessions</p>	<p>District Office of Accountability, Turnaround Office, Turnaround Partner, principals, and PLC team leaders</p> <p>Turnaround Office, Turnaround Partner, principals and PLC team leaders</p>

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8. Establish schedules and implement strategies that provide increased learning time.	<p>Webster High School will use the first year of this program to plan, alongside its teacher, student, parent and community stakeholders, how it will implement a schedule that provides for increased learning time in a manner that best meets the needs of the school and its community. Implementation of the new schedule will begin in the Fall of 2011. The planning process will engage school leaders and teachers in designing and implementing a better, stronger school day.</p> <p>The key components of the their increased learning model will be as follows:</p> <ol style="list-style-type: none"> <li>1) Additional time for core academic subjects,</li> <li>2) Additional time for teachers to employ interactive projects that help students apply their skills to real life situations,</li> <li>3) Provide more time for teachers to collaborate during the school day planning lessons together and using data more effectively,</li> <li>4) Provide integrated, engaging enrichment activities that help develop student cognitive and social skills,</li> <li>5) Extensive use of “Best Practices” in teacher professional development activities, and</li> <li>6) Extensive training of school site leaders in support and evaluation of teachers.</li> </ol>	<p>Stakeholder planning sessions held multiple times throughout the 2010-11 school year</p> <p>Implementation Fall 2011</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Turnaround Partner, principals</p> <p>Associate Superintendent of Secondary Schools, Turnaround Office, Turnaround Partner, principals</p>

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9. Provide ongoing mechanisms for family and community engagement.	<p>Each school, in collaboration with the Turnaround Office and the Turnaround Partner, will host parent and community engagement forums every year to go over the annual report aligned to the School Progress Dashboard. After the report has been distributed to the parents and the school community, they will be invited to participate in the engagement forum where they will be encouraged to ask questions of the school and district leadership regarding the progress of their school as well as provide input as to how they can help the school reach its goals and further engage the community.</p> <p>The Turnaround Partner will further help the schools provide additional communication outlets with the parents and school community so that each stakeholder desiring a greater connection to the school will be readily able to access the school as well as receive up-to-date information as to how the school is progressing towards its goals.</p>	<p>School Progress Dashboard created Fall 2010</p> <p>Parent/Community Report issued each Spring beginning 2011</p> <p>Parent/Community communication plan established and implemented Aug/Sept 2010</p>	<p>Turnaround Office and Turnaround Partner</p> <p>Principals, Turnaround Office, and Turnaround Partner</p> <p>Turnaround Office, Turnaround Partner, principals, and District Office of Public Information</p>
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Each school will be expected to create a site governance body that includes Professional Learning Community team leaders, site administrators, Human Capital partners, the Turnaround Office, the Turnaround Partner, parents and community stakeholders. This governance body will have decision-making responsibility in the areas of schedules, budget expenditures, and teacher assignments. The governance body will meet as needed, publish and agenda, and will work with	Training and planning time will be provided to each site each summer (5-day Academy) that is focused on the make-up of the governance body, organization of	Turnaround Partner, Turnaround Office

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	the Turnaround Partner to develop a process of effectively communicating the decisions made to the necessary stakeholders. The governance body will act as the school's administrative Professional Learning Community, incorporating the work of the other PLCs in the school as well as analyzing current school level data on its own via the School Progress Dashboard.	meetings, areas of responsibility, and processes needed to function effectively.  The newly formed governance bodies will be in place by September 15, 2010.	Principals
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	TPS will establish a District Turnaround Officer will oversee the implementation and insure the fidelity of the transformation model at each of the participating schools. TPS will conduct a national search to fill the position with an individual who meets the following qualifications to lead the district in its turnaround efforts at the participating schools: The Turnaround Officer will serve as the chief administrative officer responsible for the management, evaluation, and improvement of the instruction, instructional resources, student support, and operations for the participating schools. Additionally, the director will act as the district, state, and community liaison. They will provide transformational leadership in helping each of the schools in creating and managing a safe, supportive and positive learning environment where all students excel, where staff is empowered and share the vision of high performance.	July 2010	Board of Education, Teacher Effectiveness Initiative Office, and Human Capital Office

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	<p>Following District and state procurement procedures, TPS will select and engage a Turnaround Partner who has earned national recognition for success in helping other large, urban districts turnaround severely underperforming schools. The Turnaround Partner will work closely with the district's Turnaround Partner to enable each of the participating schools to implement their selected intervention model to fidelity, as well as assisting the Turnaround Office in acting as a district and state liaison. The Turnaround Partner will be specifically responsible for providing intensive mindset training to district leaders and participating schools to create a high performance culture. Further, they will conduct the 5-day academy to introduce and engage each school's teaching staff in the transformation process so that schools and their leaders are enabled to produce positive results in its students as well as further professional development throughout the year from national experts in transformation and the train-the-trainer model for Professional Learning Community experts within the district and schools staffs. The Turnaround Partner will also work closely with each of the schools as they conduct monthly walk-throughs and modeling sessions in collaboration with other district partners to ensure continuity and integration of all the components of the transformation effort.</p>	July 2010	Board of Education, Teacher Effectiveness Initiative Office
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	<p><i>School Progress Tracking</i></p> <p>The TPS Turnaround Office will collaborate with the</p>	School Progress Dashboard created	Turnaround Partner and Turnaround Office

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1. School Progress Tracking 2. School and Classroom Culture 3. Student Engagement 4. Broadcasting, Digital Media and Marketing Magnet Program 5.	<p>Turnaround Partner, each school, and program specific partners, such as ACT/America’s Choice and the National Center on Time and Learning, to conduct monthly walk-throughs and modeling sessions to ensure continuity and integration of all the components of the transformation effort. Additionally, the Turnaround Partner will assist the district in developing specialized dashboards, aligned to district and initiative goals, that provide a quick but thorough analysis of each school’s performance based on multiple measures, including, but not limited to, College/Career Readiness (academic achievement, student progress, gap identification), School Climate and Safety, Financial Accountability, and Professional Development. Each school principal will be responsible for developing an annual report detailing the activities of the school for the previous year, the impact it made on student achievement and progress, current statuses for the multiple measures included in the dashboard, and a planned response for the upcoming year. The principal will distribute this annual report to the school staff, district administrators, the Turnaround Office, the Turnaround Partner, as well as parents and the community.</p> <p><i>School and Classroom Culture</i></p> <p>Each participating school will participate in the KEYS 2.0 survey as provided by the National Education Association. KEYS (version 2.0) identifies conditions in schools that need improvement, making it part of a broader change process. The schools that have implemented KEYS 2.0 have made</p>	<p>Fall 2010</p> <p>Spring 2011 and 2012 and October 2011 and 2012 and beyond</p> <p>August, October, December, February, and May of each year beginning in August 2010</p> <p>August 2010</p>	<p>Turnaround Office, principals, Superintendent</p> <p>Transformational Coach</p> <p>Principal; Magnet Director</p>

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	<p>increasing use of student performance data to give direction to school improvement. The NEA assists schools and districts in using the KEYS data within the context of continuous school improvement.</p> <p>It has been designed to be a deliberative process for continuous school improvement that is research-based and data/information-driven. It will supports the school's efforts to build internal capacity to improve and be accountable by using an online school assessment survey, completed by the school community that yields scores on 42 indicators of school quality that correlate with high student achievement. The 42 indicators are clustered into six essential "Keys" that offer a vision and define the standards for school quality: 1) Shared understanding and commitment to high goals (5 Indicators), 2) Open communication and collaborative problem solving (9 Indicators), 3) Continuous assessment for teaching and learning (5 Indicators), 4) Personal and professional learning (11 Indicators), 5) Resources to support teaching &amp; learning (5 Indicators), and 6) Curriculum and instruction (7 Indicators). The results of the survey from teachers, administrators, parents, and community members (specific to each school) will help the Professional Learning Community teams to assess the culture of the school accurately, objectively identify its strengths and weaknesses, determine root causes, take appropriate actions to implement improvements, and evaluate the effects of such interventions as part of a continuous transformation cycle. Additionally,</p>	<p>KEYS 2.0 set up completed Fall 2010</p> <p>Survey tool distributed for use and results compiled to begin analysis Spring of each year</p>	

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	<p>parents and community members will be apprised of the results of their school surveys.</p> <p><i>Student Engagement</i></p> <p>In order to measure student engagement, each participating school will participate in the Gallup Student Poll. The Gallup Student Poll measures the hope, engagement and well-being of students in grades 5–12 through a new, groundbreaking survey administered anonymously in America’s schools. The three key metrics – hope, engagement and well-being – are research-based to demonstrate a meaningful impact on educational outcomes and more importantly, can be improved through deliberate action by educators, school administrators, community leaders and others. The questions focus on Hope – the ideas and energy students have for the future; Engagement – the level of student involvement in and enthusiasm for school; and Well-being – how students think about and experience their lives.</p> <p>Webster students will complete homework surveys six times per year to ensure homework is both meaningful and appropriate</p> <p><i>Broadcasting, Digital Media, and Marketing Magnet Program</i></p> <p>Hire 1 FTE curriculum specialist and 1 .25 FTE Parent Facilator</p>	<p>Surveys distributed with results compiled and analyzed each Fall and Spring</p>	<p>Principals, Turnaround Office, and Turnaround</p>

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	<p>Webster High School is completing the second full year of implementing a magnet school grant program that has a distinct career academy approach. The first two years of implementing the reforms required in the magnet model has shown improvement in two critical areas, student achievement and graduation rate. The rationale behind the magnet model is that students will perform better when engaged in curriculum that is relevant to their interest. Further, they will be more inclined to stay in school when they can see that there are clear career opportunities at the end of their high school years.</p> <p>Webster will conduct extended learning time during the middle of each school day titled Encore Hour where students will either attend remediation or enrichment studies.</p> <p>No Zero School Policy written and approved through the Board.</p> <p>Parent Facilitator home visits to recruit parents for school activities and to ensure parental involvement.</p> <p>Schools provide 6 days of increased learning time. In Year One, each school will have the opportunity to determine how their schedule will add these 6 additional days. Three options will be provided to the schools for the administration and staff to decide which schedule will work best for them. These three options will include:</p>	<p>Alignment of curriculum beginning Sept. 2010</p> <p>Planning – August 2010 through May 2011. Encore to begin August 2011</p> <p>October 2010</p> <p>July 2010 and beyond</p> <p>August 2010 and beyond</p>	<p>Partner</p> <p>Magnet Director; Turnaround Officer; Magnet Director</p> <p>Principal; teachers; Transformational Coach</p> <p>Principal</p> <p>Parent Facilitator</p> <p>School Staff and Administrators; Parents</p>

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	<p>Option 1: Extend the school year by 6 days at the end of the school year in subsequent days.</p> <p>Option 2: Provide increased learning time on 6 Saturdays during the school year.</p> <p>Option 3: Increase the school day by no less than 30 minutes per day for a total of 96 days of additional time, to be determined by the school on this calendar.</p> <p>In Year Two and Three of the Project, the schools will have no option but to extend their school calendar by 6 full days of learning.</p>		

