

**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> Clinton Middle School <b>Address:</b> 2224 W 41 <sup>st</sup> St. Tulsa, OK 74107	<b>SIG Site Contact:</b> Shelly Holman <b>Name &amp; Position:</b> Principal  <b>Phone#:</b> 918-746-8640 <b>Email Address:</b> holmash@tulsaschools.org	
<b>Grade levels enrolled (SY10):</b> 6-8	<b>Number of Students Enrolled (SY10):</b> 455	
<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> <input checked="" type="checkbox"/> School Year 1 _____ School Year 2 _____ 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>\$1,139,668</b>
	<b>Year 2: SY 2011-12</b>	<b>\$1,284,268</b>
	<b>Year 3: SY 2012-13</b>	<b>\$1,284,268</b>
<b>Total Amount of Funding Requested for this School</b>	<b>\$3,708,204</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. 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 OCCT, percent scoring satisfactory or above: 6 <sup>th</sup> Math 15% 6 <sup>th</sup> Reading 47% 7 <sup>th</sup> Math 24% 7 <sup>th</sup> Reading 46% 8 <sup>th</sup> Math 17% 8 <sup>th</sup> Reading 43%	Quality Time Analysis: Estimated use of 77% of instructional minutes each day for classroom instructions. 75 minutes each day lost for lunch (25 min), homeroom (10 min), class changes (40 min), housekeeping/distractions (40 min).	<i>Total Pop. - 455</i> Caucasian – 43% African/Am – 23% Amer. Ind. – 20% Hispanic – 13% Asian/Pac. Isl. – 0.4% Male – 51% Female – 49%
College Readiness Indicators as Determined by ACT-EPAS Reading: 11% Math: 11% ELA: 28%	Student Readiness Inventory (6 <sup>th</sup> grade self assessment): 1-100 scale Academic discipline - 57 Commitment to school - 62 Family attitude toward education - 59 Family involvement - 54 Managing feelings - 53 Optimism - 56 Orderly Conduct - 55 Rel. with School Personnel - 53 School Safety Climate - 49 Thinking before Acting – 51	Attendance: 89.9%

	Overall Academic Success Index - 56	
		Low Income (F/RL) – 95.5%
		Special Education: 23%
		Cases of suspension: 301 Days lost to suspension: 2089

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

Name	Title	Stakeholder Group
Shelly Holman	Principal	Administration
Jonathan Hines	Asst. Principal	Administration
Ebony Dorsey	Teacher	Teacher
Melinda Gallagher	Library Media Specialist	Teacher
Mike Goode	Teacher	Teacher
Katherine Holland	Teacher	Teacher
Mary Alice Ingham	Teacher	Teacher
Carol Padgett	Counselor	Administration
Danny Downing	Partner	Community Leader
Jessica Madison	Parent	Parent
Jennifer Kain	Teacher	Teacher
Raylene Ingmire	Teacher	Teacher

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

The LEA 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 perspective 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.

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<b>School Profile:</b> Includes student and staff data.	<b>Students:</b> <i>Total Pop. - 455</i> Caucasian – 43% African/Am – 23%

	<p>Amer. Ind. – 20%  Hispanic – 13%  Asian/Pac. Isl. – 0.4%  Male – 51%  Female – 49%  Low Income (F/RL) – 95.5%  Special Education: 23%</p> <p><b>Staff:</b>  Total Certified Pop. – 34  Male – 8  Female – 26  Doctorate – 0  Masters – 9  Bachelor – 25  Student/Teacher Ratio – 14:1  Teacher Attendance: 95.6%</p>
<p><b>Curriculum:</b>  Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>Clinton MS is currently using the ACT America’s Choice curriculum to implement rigorous instruction in math and literacy. Current training in ACT America’s Choice for math and literacy teachers has been offered throughout the year. Team grade level planning and some department level meetings have taken place to implement ACT America’s Choice standards effectively. Data is used to assess progress and realign instruction in order for students to meet the state standards and expectations as outlined by ACT America’s Choice and the Oklahoma PASS objectives. The use of the EXPLORE, SRI, and Benchmark data is reviewed and disaggregated to determine progress. Students in inclusion classes receive instruction from highly qualified teachers. Although we believe progress has been achieved, we have only reached a minimal number of students since we began ACT in September 2009. Summer 2010 will provide training for all math, literacy, and science teachers. We expect to increase student achievement once core teachers are trained in the workshop model.</p>
<p><b>Classroom Evaluation/Assessment:</b>  Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Team leaders currently use OCCT data, Explore results, Scholastic Reading Inventories, and ACT assessments to appropriately place students in courses. As current data is received, teams disaggregate and monitor student progress. A comparison of OCCT scores and course grades was reviewed to monitor teacher effectiveness and evaluate and realign curriculum to meet student needs. All teachers are not yet efficient in the use of data disaggregation. Training in effective usage is needed. Implementation of Instructional Focus</p>

	Walks has been limited, but will be utilized by all team members in 2010-11.
<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>All teachers are equipped with Promethean Boards, wireless access, and surround sound technology. There are expectations for all teachers to use the Promethean Boards on a daily basis. However, higher levels of technology usage are needed to remain current for technology instructional strategies. All teachers have been provided instruction in technology use, including Safari Montage, Net trekker, and multiple district wide databases. Teachers are expected to use the Tulsa Public Schools pacing calendar to guide lesson planning. ACT/AC cluster leaders assist administration in assessing the pace and expectations of their curriculum and instructional models. Currently teachers are autonomous in their homework policies. A school-wide homework policy will need to be addressed for 2010-11. Instructional strategies in the following have been provided, but remain a priority for further training: ACT workshop model, Professional Learning Communities, Marzano/DuFour best practices, National Title 1 endorsed best practices, Autism, SIOP, and Expanded Learning Time. Intense year long training in the Expanded Learning Model has been ongoing with 8 CMS team members. ELT training provides assistance to build a better, stronger day by increasing instructional time for students and PLC time for staff. Many opportunities have been provided for staff to travel throughout the United States to receive hands-on field experiences for Title 1 (Washington DC), Marzano/PLC (Phoenix), ELT (Boston), and the National Middle School Association Conference (Indianapolis).</p>
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>CMS has three administrators (new to the building) that have worked hard to build rapport with students and faculty and create a safe school environment. Positive Behavior Support team works in conjunction with the PBIS community counselors to coordinate efforts to assist students in academic achievement and meet emotional needs. PBS recognizes students with outstanding behavior. In addition, expectations for teachers and staff are still under development. Classroom management continues to be an area of need at CMS. Teachers are in need of training for understanding poverty and the urban school setting. Parents have immediate access to grades and attendance through Power School. Common plan times allow grade</p>

	<p>level teams to meet with parents. CMS has an outstanding Parent Facilitator who coordinates parent involvement efforts.</p>
<p><b>Student, Family, and Community Support:</b> Includes communication methods and including parents as partners.</p>	<p>With district support, a new Parent Leadership Team has been formed. We are anticipating a very active core group of parents who will be involved during the school hours. They will positively promote Clinton Middle School and team with the administration team. Clinton MS also has a Title 1 funded Parent Facilitator who does an excellent job. PBS is a strong force within the school. Tutoring services are provided with Title 1 and ACE funding. Youth Services is highly involved in the school to support families. The Check and Connect program is also a strong force in assisting parents with truancy issues. The Power School system assists faculty in keeping accurate records and keeping parents informed.</p>
<p><b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process.</p>	<p>Current ACT and America's Choice training is provided throughout the school year and summer. Kim Collier, Consultant, will work with teachers for 3 days throughout the school year. All team leaders are provided copies of OCCT scores upon their arrival to the school. They were asked to disseminate and disaggregate the data and work in teams to identify areas in need of improvement. ACT America's Choice will also provide data - SRI, EXPLORE, and core assessments. ACT America's Choice is providing the protocol for "focus walks" to highlight successful teaching. These non-evaluative focus walks will assist teachers in the observations of excellent teaching strategies. A walk through form is used when administrators observe classrooms. This form provides immediate feedback to teachers and can prompt teachers to ask questions and/or seek assistance. Annual and bi-annual evaluations of teachers are meaningful and open dialogue takes place.</p>
<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>School leadership teams for ACT America's Choice and Expanded Learning Day Teams are informed and make presentations which are meaningful and relevant to all teachers. Teachers attend professional development to learn best practices and then share with staff. Training is still needed for administrators to accurately disaggregate data and present it in easy to understand presentations. Constant review of the data and progress will be a major priority for 2010-2011. Administrators will continue to increase time in the classrooms to evaluate teacher effectiveness.</p>

<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming.</p>	<p>With the requirements of ACT America's choice and the rigor and readiness curriculum, staff members are selected to fill the positions to meet these requirements. Honest discussions take place about the expectations each teacher must fulfill to prepare our students and raise standards. An effort to reduce non-instructional activities has been a priority for administrators. A hard look at use of time during the school day has been analyzed. School trips and outings must correlate to the curriculum and provide a learning experience. Title 1 guidelines are strict and followed by Clinton MS. Use of Title 1 funds are always used for research based best practices and highly qualified teachers for Reading and Math. The leadership team is currently evaluating and making a concerted effort to develop a master schedule which reflects 90 minute core blocks and time for collaborative department planning meetings.</p>
<p><b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Teams are formed by department and grade level. Teams for Positive Behavior Support, Expanded Learning Day and ACT America's Choice are collaborative and able to disseminate information to the entire staff. Many hours have been spent on developing an instructional focus based on data for the 2010-2011 school year. Collaboration to outline the 2010-2011 school year will take place during the summer. Many ideas and strategies will surface and be considered for implementation upon receipt of the OCCT scores this summer. Although the SIP plan has not been utilized effectively, we anticipate more involvement and review with the web-based format (WISE).</p>

**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 decided to use the Transformation Model for all of the schools included in this grant. All of the schools have been involved in reform initiatives that conform to the requirements of this grant and five of the six schools had a new principal assigned for the 2009-10 school year. The recent state budget cuts and resulting large numbers of classroom teachers being placed on trim lists would make the use of the Turnaround Model problematic. In addition, the school reform work that has taken place the past two years shows definite academic achievement gains that can be accelerated by the components of the transformational model.

**Need: Clinton has low performance in Math and Reading OCCT scores. Activities:** Clinton will hire 2 Instructional Coaches (1 focusing on Math and 1 focusing on Literacy). These coaches will provide additional curriculum and instructional help and model to help the teachers raise these academic achievement levels. Subscribing to Scholastic Reading Inventory to support literacy and raise Reading and Language Arts achievement levels. Clinton will purchase Study Buddy handheld devices for enrichment, each device will include cartridges containing 25 lessons and 1000 questions on all grade levels and subject areas for extra practice in these core areas. Clinton will purchase 25 Classroom sets of literature to support the ACT/America’s Choice 25 book campaign.

**Need: Clinton has a need for training for teachers and leaders in disaggregation of data. Activities:** Clinton will participate in PLC trainings providing by the Lead Turnaround Partner and will work within their own PLC groups to identify specific areas of need so that they can bring in supplemental expertise and training as needed. Additionally, the Lead Lead Turnaround Partner will coordinate with ACT/America’s Choice to bring in sufficient data analysis instruction as needed.

**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 all students in 6 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 47% to 52%. The percentage of all students in 7 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 46% to 56%. The percentage of all students in 8 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 43% to 53%. Students meeting college readiness standards (ACT-EPAS) increase to 16%.
Goal for 2011-2012: The percentage of all students in 6 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 63% to 68%. The percentage of all students in 7 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 56% to 66%. The percentage of all students in 8 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 53% to 63%. Students meeting college readiness standards (ACT-EPAS) increase to 21%.
Goal for 2012-2013: The percentage of all students in 6 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 68% to 73%. The percentage of all students in 7 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 66% to 76%. The percentage of all students in 8 <sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will



increase from the current 63% to 73%. Students meeting college readiness standards (ACT-EPAS) increase to 26%.

Rationale: Reading continues to be a priority as the number of students currently proficient and/or advanced is not even 50%. The Expanded Learning Day Instructional Focus proposed for 2010-2011 is grounded in reading and embedded across all curricular areas.

#### SMART Mathematics Goals

Goal for 2010-2011: The percentage of all students in 6<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in math on the Oklahoma Core Curriculum Test will increase from the current 20% to 38%. The percentage of all students in 7<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 28% to 43%. The percentage of all students in 8<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 20% to 38%. Students meeting college readiness standards (ACT-EPAS) increase to 16%.

Goal for 2011-2012: The percentage of all students in 6<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in math on the Oklahoma Core Curriculum Test will increase from the current 38% to 56%. The percentage of all students in 7<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 43% to 58%. The percentage of all students in 8<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 38% to 56%. Students meeting college readiness standards (ACT-EPAS) increase to 21%.

Goal for 2012-2013: The percentage of all students in 6<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in math on the Oklahoma Core Curriculum Test will increase from the current 56% to 71%. The percentage of all students in 7<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 58% to 73%. The percentage of all students in 8<sup>th</sup> grade at Clinton Middle School who score satisfactory or above in reading on the Oklahoma Core Curriculum Test will increase from the current 56% to 71%. Students meeting college readiness standards (ACT-EPAS) increase to 26%.

Rationale: Clinton Middle School is low performing in math and must make great strides in academic achievement utilizing all strategies based on research-based strategies.

### **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: Clinton Middle 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 Shelley Holman to serve Clinton Middle School in their transformational process to bring about greater academic success and progress as well as increasing the college/career-readiness of its students. Ms. Holman was selected due to demonstration of outstanding leadership which included: previous outstanding success in leading Remington Elementary School to meeting AYP goals from 2006-2009; her understanding of the unique needs within the Webster High School feeder pattern; demonstrated excellence in understanding West-Side community needs; demonstrated leadership understanding of teacher effectiveness and instructional excellence; previous experience developing and implementing the Community School approach to educational organization through her participation with the Tulsa Area Community School Initiative; on-going staff development participation in building Professional Learning Communities; on-going staff development and building staff participation in creating a successful model at Clinton Middle School for Extended Learning Time (with ELT partners).</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</p>	July 2010	Associate Superintendent of Secondary Schools and the Human Capital Office

<b>Name of School: Clinton Middle 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>
	<p>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 visionary but realistic goals. The Turnaround principals will be responsible for collaborating with parents, community members, the Turnaround Office and the Lead 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>		

<b>Name of School: Clinton Middle 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>
<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 and Leader 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</p>	<p>Program Management Office</p> <p>Program Management Office and Teacher and Leader Effectiveness Initiative Office</p> <p>Teacher and Leader Effectiveness Initiative</p>

Name of School: Clinton Middle School		Tier: 1	
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 and Leader 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>by vendor each summer/fall then released to the District and schools for use in data-informed decision making and PLC discussion meetings</p> <p>August 2010</p>	<p>Office</p> <p>Human Capital Office</p>

Name of School: Clinton Middle School		Tier: 1	
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>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 Lead 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>Revision with nationally recognized expert Summer 2010</p> <p>Roll out Fall 2010</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 have been provided for them to improve	<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 Lead Turnaround Partner to determine a range of awards,</p>	Policy/Procedure established – Fall 2010	Turnaround Office and Lead Turnaround Partner

<b>Name of School: Clinton Middle 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>
<p>their professional practice, have not done so.</p>	<p>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 documentation of performance for every teacher in the school is key to this strategy so that when a teacher falls below the</p>	<p>Incentives distributed each Fall after testing results are in and milestone progress is assessed</p> <p>Effective teachers identified each Fall after testing/rubric results and value-added/student growth information is available</p> <p>Fall 2010</p>	<p>Turnaround Office and Lead Turnaround Partner</p> <p>Principals, Turnaround Office, Lead Turnaround Partner</p> <p>Principals, Turnaround Office, Lead Turnaround Partner, and Human Capital Office</p>

Name of School: Clinton Middle School		Tier: 1	
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>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><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.</p>	Fall 2010	Turnaround Office, Lead Turnaround Partner, and



<b>Name of School: Clinton Middle 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>
	<p>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>		Human Capital Office

<b>Name of School: Clinton Middle 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>
<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 Lead Turnaround Partner.</p>	<p>Ongoing Professional Development throughout the school year</p>	<p>Turnaround Office, Lead Turnaround Partner, and principals</p>
	<p>Hire Instructional Coaches and provide training.</p>	<p>August 2010</p>	<p>Principal and Transformational Coach</p>
	<p>Provide monthly classroom visits for modeling and coaching.</p>	<p>August 2010 and beyond</p>	<p>Instructional Coaches</p>
	<p>In addition to the Professional Development offerings throughout the year and the weekly PLC team discussions and</p>	<p>5-day Summer</p>	

<b>Name of School: Clinton Middle 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>
	planning sessions, the Lead 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 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.	Academy each July/August	Turnaround Office and Lead Turnaround Partner
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 Lead 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.	Procedures set in place and communicated to school staff January 2011 with incentives paid Fall of each year beginning 2012	Turnaround Office, Lead Turnaround Partner, Human Capital, Finance Department



Name of School: Clinton Middle School		Tier: 1	
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>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> <p>Within the Rigor and Readiness Initiative are three tiers of Academic Interventions and Psychosocial Services. As to the Academic Interventions, Tier 1 focuses on the instructional program for on-target students that utilize data for making</p>	<p>Curriculum alignment Spring 2011</p>	<p>ACT/America's Choice, Turnaround Office, Lead Turnaround Partner, Secondary Curriculum Department</p>

Name of School: Clinton Middle School		Tier: 1	
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>instructional decisions. Tier 2 is the supplementary academic support, in addition to the regular instructional program, for students who are struggling to stay on grade level. Tier 3 is intensive academic acceleration for students who fallen significantly below grade level.</p> <p>Tier 1 of the Psychosocial Services is a guidance/career advisory program for on-target students. Tier 2 is the supplemental personal development supports for students identified in Tier 1 who are struggling to develop key social and self management skills. Tier 3 is intensive support for students identified in Tier 2 who have evidence of multiple psychosocial risk factors.</p> <p>The model for Rigor and Readiness integrates the following components:</p> <ol style="list-style-type: none"> <li>1) Focus on the 9<sup>th</sup> grade as the pivotal year, critical to students' success in high school and beyond,</li> <li>2) Provision of needed remediation during middle school to ensure that all students are able to access a rigorous core curriculum,</li> <li>3) Embracing of each student's cognitive development, psychosocial development and career development cohesively over a multi-grade continuum,</li> <li>4) Monitoring student progress systematically, beginning before the critical period of high school entry and extending through high school,</li> <li>5) Provision of timely and appropriate interventions</li> </ol>		

Name of School: Clinton Middle School		Tier: 1	
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>with research-based strategies throughout middle and high school, and</p> <p>6) Usage and linkage of assessments for monitoring overall student progress toward college and career readiness.</p>		
<p>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 individual students.</p>	<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 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> </ul>	<p>Training for Professional Learning Community Team Leaders and Data Coordinators August/September 2010</p> <p>Professional Learning Community teams will meet weekly</p>	<p>Turnaround Office and Lead Turnaround Partners</p> <p>Turnaround Office, Lead Turnaround Partners, principals, and PLC team leaders</p>

Name of School: Clinton Middle School		Tier: 1	
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>e) Determine and employ strategies that accelerate growth for students who are failing to make sufficient academic progress</p> <p>f) Synthesize value-added information with other data sources to determine meaningful action steps in response.</p> <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 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 Lead 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</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 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>District Office of Accountability, Turnaround Office, Lead Turnaround Partner, principals, and PLC team leaders</p> <p>District Office of Accountability, Turnaround Office, Lead Turnaround Partner, principals, and PLC team leaders</p>



Name of School: Clinton Middle School		Tier: 1	
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>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 Lead Turnaround Partner to leverage strategic change in school and classroom culture, teacher expectations, data use, and student engagement. The resulting impact will include a) clear learning targets for students, b) timely, useful, descriptive feedback, c) designed and frequently used sound, aligned assessments, and d) responsiveness to formative data in ways that increase student learning.</p> <p><i>Data Use</i></p> <p>Trainings on the use of formative data will be incorporated with the training methods and sessions described above under the Summative Data Access and Use.</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>Turnaround Office, Lead Turnaround Partner, principals and PLC team leaders</p>
<p>8. Establish schedules and implement strategies that provide increased learning time.</p>	<p>Three middle schools, including Clinton Middle School, have been involved with the National Center for Time and Learning (NCTL) since January 2010 in developing plans to implement an Extended Learning Time school reform model (ELT). The focus ELT planning is to engage school leaders and teachers in designing and implementing a better, stronger</p>	<p>Communication of plan to parents and community Summer 2010</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p>

<b>Name of School: Clinton Middle 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>
	<p>school day.</p> <p>The key components of the ELT model are 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>	Implementation Fall 2010	Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals
9. Provide ongoing mechanisms for family and community engagement.	<p>Each school, in collaboration with the Turnaround Office and the Lead 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 Lead Turnaround Partner will further help the schools</p>	<p>School Progress Dashboard created Fall 2010</p> <p>Parent/Community Report issued each Spring</p> <p>Parent/Community</p>	<p>Turnaround Office and Lead Turnaround Partner</p> <p>Principals, Turnaround Office, and Lead Turnaround Partner</p>

<b>Name of School: Clinton Middle 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>
	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.	communication plan established and implemented Aug/Sept 2010	Turnaround Office, Lead Turnaround Partner, principals, and District Office of Public Information
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 Lead 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 the Lead 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.	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 meetings, areas of responsibility, and processes needed to function effectively.  The newly formed governance bodies will be in place by September 15, 2010.	Lead Turnaround Partner, Turnaround Office  Principals



Name of School: Clinton Middle School		Tier: 1	
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)
	The Lead Turnaround Partner will work closely with the district’s Lead 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 Lead 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 Lead 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. Finally, the Lead Turnaround Partner will assist the district in developing specialized dashboards and training in value-added data analysis to enable quick but thorough analysis of each school’s performance in multiple measures for both the schools themselves, as well as the state, district, parents, and community.	July 2010	Teacher and Leader Effectiveness Initiative Office
12. List any additional permissible strategies the LEA will implement as a	<i>School Progress Tracking</i>	School Progress Dashboard created	Lead Turnaround Partner



<b>Name of School: Clinton Middle 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>
	<p>improvement, making it part of a broader change process. The schools that have implemented KEYS 2.0 have made 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</p>	<p>Survey tool distributed for use and results compiled to begin analysis Spring of each year</p>	<p>Principals, Turnaround Office, and Lead Turnaround Partner</p>

Name of School: Clinton Middle School		Tier: 1	
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>improvements, and evaluate the effects of such interventions as part of a continuous transformation cycle. Additionally, 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>Gallup will conduct the poll twice annually, in March and October. The national results will be used by America’s Promise Alliance, the American Association of School Administrators and others in designing appropriate responses that support youth.</p> <p>Further, each school will be provided with insights into the perspectives of their students. School administrators and Professional Learning Community teams will use the results</p>	<p>Surveys distributed with results compiled and analyzed each Fall and Spring beginning in Fall 2010</p>	<p>Principals, Turnaround Office, and Lead Turnaround Partner</p>



<b>Name of School: Clinton Middle 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>
	to benchmark changes in local attitudes and design tailored interventions to better meet the needs of their students.		

