

**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.

School Name: East Central High School Address: 12150 E 11 th St. Tulsa, OK 74128	SIG Site Contact: Suzette Huggins Name & Position: Principal Phone#: 918-746-9700 Email Address: huggisu@tulsaschools.org	
Grade levels enrolled (SY10): 9-12	Number of Students Enrolled (SY10): 1170	
Tier Level Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program <input checked="" type="checkbox"/> Title I Eligible School	
School Improvement Status _____ School Year 1 _____ School Year 2 <input checked="" type="checkbox"/> Corrective Action _____ Restructuring Planning _____ Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
Waiver Request: <input checked="" type="checkbox"/> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	1,077,521
	Year 2: SY 2011-12	1,372,121
	Year 3: SY 2012-13	1,372,121
	Total Amount of Funding Requested for this School	3,821,763

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.

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
2009 EOI, percent scoring satisfactory or above: English II 49% English III 48% Algebra I 49% Algebra II 23%	Quality Time Analysis: Estimated usage of 74% of instructional minutes each day for classroom instruction; 34 minutes lost each day for lunch (25 min), homeroom (3 min), class changes (36 min), housekeeping/distractions (70 min).	<i>Total Pop. - 1170</i> Caucasian – 27% African/Am – 29% Amer. Ind. – 9% Hispanic – 30% Asian/Pac. Isl. – 0.5% Male – 54% Female – 46%
4-year Graduation rate: 59.8%	Student Readiness Inventory (9 th grade self assessment): 1-100 scale Academic discipline - 31 Commitment to school -38 Family attitude toward education - 32 Family involvement - 32 Managing feelings - 41 Optimism - 43 Orderly Conduct - 48 Rel. with School Personnel - 34	Attendance: 88.6%

	School Safety Climate - 25 Thinking before Acting – 44 Overall Academic Success Index - 32	
2009 Dropout rate: 2.4%		Low Income (F/RL) – 71.5%
2009 ACT avg score: 18 (122 graduates tested)		Special Education: 15%
AP course enrollment – 158 AP tests taken – 176 Test scores over 3 - 28		Cases of suspension: 529 Days lost to suspension: 5582
College Readiness Indicators as Determined by ACT-EPAS Reading: 15% Math: 7% ELA: 32%		

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

Name	Title	Stakeholder Group
Suzette Huggins – Needs Assessment and Leadership Team member	Principal	School
Brian Stone– Needs Assessment and Leadership Team member	Ass’t Principal	School
Amy Pennington– Needs Assessment and Leadership Team member	Ass’t Principal	School
Robin Murphy– Needs Assessment and Leadership Team member	Ass’t Principal	School
Kathy McIntyre– Needs Assessment and Leadership Team member	Learning Director	School
Nancy Hobson– Needs Assessment and Leadership Team member	Principal’s Secretary	School
Michele Taylor– Needs Assessment	Parent	Parent
Samantha Taylor – Needs Assessment	Student	Student
Janice Bailey – Needs Assessment	Library Media Specialist	School
Matthew Campbell– Needs Assessment	Soc Studies Team Leader	School
Karen Cornish– Needs Assessment	Senior Counselor	School
Hannah Diamond– Needs Assessment	English Team Leader	School
Ken Evans– Needs Assessment	Sophomore Counselor	School
Nicole Garrett– Needs Assessment	Physical Education Chair	School
Daren Hildreth– Needs Assessment	Freshman Counselor	School
Travis Hill– Needs Assessment	Dean	School

Diana Nunes– Needs Assessment	Science Team Leader	School
Lanie Plumlee– Needs Assessment	College & Career Team Leader	School
Daren Hildreth– Needs Assessment	Freshman Counselor	School
Jackie Portman– Needs Assessment	World Lang Team Leader	School
Lisa Reynolds– Needs Assessment	Junior Counselor	School
Julian Rodriguez– Needs Assessment	World Language Teacher	School
Jan Bell– Needs Assessment	Tulsa Tech Rep	Community

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.
School Profile: Includes student and staff data.	Students: Total Pop. - 1061 Caucasian – 27% African/Am – 29% Amer. Ind. – 8% Hispanic – 31% Asian/Pac. Isl. – 5% Male – 54% Female – 46% Low Income (F/RL) – 83% Special Education: 18% Staff: Total Certified Pop. – 80 Male – 43 Female – 37 Doctorate – 2 Masters – 30 Bachelor – 48 Student/Teacher Ratio – 17.9:1 Teacher Attendance: 95.3%
Curriculum:	EEIA-1.01 scored a 1 with little to no

<p>Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>implementation. Some instructional staff are beginning to include evidence-based practices into daily instruction based on State PASS standards but have yet to move toward Common Core National Standard understanding. While professional development has been held for staff on implementing some research-based practices, the overall group implementation has not been effective in changing classroom instruction. Specifically scheduled professional development will need to be provided with a monitoring component to assure implementation. EEIA-1.03 Scored a 1 with little to no implementation. Only freshman academy has common planning time to address instructional issues. Future planning includes developing common teams for all grade levels with common planning time both before school and integrated into the school day. EEIA-1.07 scored 2 with little implementation. The accountability piece for standards of implementation of common core curriculum needs further development. Required is increased frequency of professional development and common plan time to incorporate commonalities into instructional design.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>EEIB-2.03 scored a 2 with little implementation. Staff do not co-develop units of instruction to include common pre & post tests to assess mastery of standards-based objectives from the Common Core National Standards. A single common Algebra I semester final was developed 2009-2010 for semester one. Additionally all freshmen completed the SRI Inventory, the GATES McGinitie reading assessment, the OARS Navigator screening tool for mathematics, and the EXPLORE test for 9th graders. Additionally, middle school 7th grade OCCT scores and 8th grade EXPLORE & SRI data has been reviewed for placement in core classes for the 2010-2011 school year. EEIB-2.05 scored a 1 with little to no implementation. Teachers do not have a good understanding of pre & post test results to drive instructional decisions. Discussion has begun regarding common assessments, analyzing data, power standards, and thematic units of instruction. A focused set of professional development sessions either through Plan Period meetings or in structured PLC's will be necessary.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher</p>	<p>EEIC-3.01 scored a 2 with little to no implementation. Staff are reluctant to implement strategies determined effective when they differ</p>

<p>collaboration.</p>	<p>from their "style" of instruction. Understanding and buy in by all staff is necessary to increase the use of research-based instructional strategies with an administrative review component evident to restructure ineffective classrooms. Many teachers have not had professional development on the latest instructional strategies and continue to use obsolete instructional methodologies that do not engage the students we serve. A large number of staff are in the belief that having Building Academic Vocabulary training and follow-up now has them implementing research-based strategies, when, in fact, it is one strategy that has yet to be implemented building-wide. EEIC-3.03 scored a 1 with little to no implementation. Language-based teachers are more focused on this outcome. Additional professional development time is necessary to provide adequate training for all staff on differentiated instruction to meet all student needs. Very few teachers effectively differentiate with knowledge of research-based strategies. EEIC-3.08 scored a 1 with little to no implementation. No homework policy exists. A homework policy must be developed to effectively address the independent practice of instructional outcomes along with assessment strategies to determine when students "get it."</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>EEIIA-4.01 scored a 2 with little to no implementation. School leadership provides daily visible monitoring of hallways, modeling such for staff. School leadership establishes operational procedures to minimize disruptions, but the procedures are not always enforced by all staff. School leadership collects discipline data, but does not analyze data to determine trends or identify areas of concern. Professional development needs an increased focus on discipline strategies in the classroom. EEIIA-4.03 scored a 2 with little to no implementation. Teachers vary in the rigor of their coursework and in the strategies used to respectfully engage students in the learning process. Much professional development is necessary for staff to understand the Rigor & Readiness initiative and to provide instruction differentiated enough to meet the diverse needs of all learners. EEIIA-4.05 scored a 1 with little to no implementation. A majority of teachers do not take the professional role of responsibility in student success or failure. Teachers are not trained in thinking in terms of the 21st Century learner, thereby not engaging students effectively in the</p>

	<p>instructional process. Professional development in the role of the teacher in the instructional process is deemed necessary. EEIIA-4.07 scored a 1 with little to no implementation. Often teachers are reluctant to make parental contacts for varying reasons, such as; language barriers, parental conflicts, etc.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>EEIIB-5.01 scored a 2 with limited development. Currently the outreach strategies employed have not been efficient to meet the diverse needs of the parents and community. A large community-based contingency has joined the site in development of an Entrepreneurial Magnet. The Parent Leadership Institute participants are developing a tool to increase communications for families on-site. A Parent Involvement Resource Center grant has been received providing educational and parenting resources for parents along with a technology piece that provides job search opportunities, English language development and other resources. EEIIB-5.02 scored a 2 with limited development. Access is available to all students. The monitoring process of analyzing data and a more comprehensive counseling component are not yet in place. Currently, efforts to engage students in after school tutoring and extracurricular activities has not been effective. This will be addressed through extended calendar year with integrated remediation and enrichment. A focused effort on tutoring and remediation will need to occur in accordance with the A.C.E. legislation, enabling students to be successful on future EOI efforts. EEIIB-5.05 scored a 2 with limited development. School staff provides infrequent updates of student academic, behavioral and attendance progress. Daily and weekly monitoring of teacher gradebooks is necessary to inform parents in real-time.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>EEIIC-6.04 scored a 2 with limited development. We have offered frequent instructionally-based professional development which has been limited by Union negotiated contracts and time constraints. Data needs to be analyzed more intensively to modify instruction to improve learner outcomes. Professional development in data disaggregation and analysis is necessary for all instructional staff. EEIIC-6.06 scored a 1 with no development or implementation. Time constraints set by the teacher association and varied teacher professional development needs have limited the depth of data analysis as a school-wide effort. Significant professional development is needed by staff to</p>

	<p>analyze data to make instructional decisions to improve student learning outcomes. EEIIC-6.11 scored a 1 with no development or implementation. Scheduling conflicts and lack of substitutes have caused little to no development in this area. EEIIC-6.13 scored a 2 with little development. Currently the district using an antiquated teacher evaluation tool that is not structured for implementation of best practices and outcomes.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>EEIIIA-7.01 scored a 3 with full implementation. The majority of staff surveyed expressed they had input and are vested in the collaboratively developed vision, mission, and goals of the school. Further development needs to occur as there is a recently revised district vision, mission, and goals. EEIIIA-7.02 scored a 3 and is fully implemented. Leadership uses all behavioral and academic assessment data available to them to make informed decisions with regard to student placement, remediation, and enrichment. EEIIIA-7.10 scored a 3 with full implementation. Leadership provides organizational direction, distributes leadership capacity to willing participants, and offers frequent discussion of student performance and achievement. Weekly leadership meetings occur every Wednesday and every Friday morning there is an opportunity for all staff to discuss classroom and instructional needs.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>EEIIIB-8.03 scored a 2 with limited development. A limited number of inclusionary support personnel are available for students with special needs. Additional support is needed for ELL learners and students at-risk. Currently the remediation population has had an extreme upsurge and teaching assistants are needed who can support literacy instruction in the classroom. A reviewed and revised definition of inclusionary support needs to be integrated to increase services to students educated in the regular classroom. The transformation of an ELL English teacher to a teacher for ELL Language acquisition/development will increase supports provided. EEIIIB-8.04 scored a 2 with little to no development or implementation. Currently 50 minute class periods do not allow for the instructional depth necessary. Extensive professional development on chunking block instructional time is necessary for all staff to be effective in the 90 minute block. EEIIIB-8.09 scored a 3 with full implementation. All use of discretionary funds is directly related to student</p>

	instructional and behavioral needs and are addressed based on data analysis and found directly in the Site Plan.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	EEIIC-9.01 scored a 3 with full implementation. Full implementation school year 2009-2010 - Throughout the year there have been multiple opportunities afforded staff into the co-development of common vision, mission, and goals beginning with an initial faculty development process and a community development and expansion process. This is not a static venture and requires frequent re-visiting to further refine. EEIIC-9.05 scored a 2 with limited development. With the exception of assigning an individual to tasks found within the school improvement process, the site effectively identifies action steps, resources, and timelines aligned with school improvement goals and objectives. Action steps will need to be assigned along with an outcome indicator review process built into the WISE planning tool process. EEIIC-9.07 scored a 1 with little to no development. Current faculty are not skilled in data analysis to make instructional improvements. This process will require an abundant amount of training.

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.

<p>Tulsa Public Schools decided to use the Transformational 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 5 of the 6 schools had a new principal assigned for the 2009-2010 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 2 years show definite academic achievement gains that can be accelerated by the components of the Transformational Model.</p> <p>Need: EEIA 1.01 – Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success. Activities: PLC's will host a Coaching Academy with Rick DuFour and Associates in addition to an Eric Jensen "Teaching with Poverty in Mind training.</p> <p>Need: EEIA 1.03 – Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps. Activities: East Central will provide</p>

90 minutes of PLC time each week for all instructional staff. Activities will include reviewing of student proficiency data, determining instructional needs of teachers, completing staff needs surveys, developing a uniform schedule of embedded professional development for teachers, creating an implementation plan for each research based strategy identified by the PLCs, and utilizing focus walks to increase effective implementation building-wide. In addition, teachers will attend twelve hours of training on building common assessments.

Need: EEIC 3.03 – All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs. Activities: East Central will hire a math instructional coach to provide daily teaching of best practices, modeling, and coaching to classroom teachers.

Need: EEIIA 4.07 – All teachers communicate regularly with families about individual student progress. Activities: East Central will hire a community liaison to be responsible for improving communication and student achievement by promoting parent and community involvement in the educational process and by providing expanded services to all students and families.

Need: EEIIB 5.02 – All students have access to academic and behavioral supports. Activities: East Central will hire a Transition Interventionist who will support students through critical transition points including 8th to 9th grade, between high school grades, and high school to postsecondary education and work. This position will provide motivation and support for students to complete academically rigorous courses and will increase the likelihood of success through high school.

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 49% in 2009, a minimum of 15% by the end of the 2010 -2011 school year as measured by the Spring EOI and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 20%.
Goal for 2011-2012: The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 15% 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) 25%.
Goal for 2012-2013: The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 15% 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) 30%.
Rationale: East Central failed to make gains in 2008-2009 in the area of ELA2, with scores

dropping 2% from the previous year. There has been little to no professional development for Language Arts staff in instructional strategies to increase student achievement. A new and intensive professional development focus in this area should elicit the expected results.

SMART Mathematics Goals

Goal for 2010-2011: The percentage of Algebra I students scoring at proficient or higher in Algebra I will increase from a score of 49% to a minimum of 57% and Algebra II will increase from a score of 23% to 40% 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) 15%.

Goal for 2011-2012: The percentage of Algebra I students scoring at proficient or higher in Algebra I will increase from 57% to 65% and Algebra II will increase from 40% to 55% based upon the achieved scores in the 2011-2012 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) 20%.

Goal for 2012-2013: The percentage of Algebra I students scoring at proficient or higher in Algebra I will increase from 65% to 73% and Algebra II will increase from 55% to 70% based upon the achieved scores in the 2012-2013 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) 25%.

Rationale: Through restructuring the site math department, a focus on data to make instructional decisions, and the provision of extensive professional development on research-based instructional strategies, it is anticipated the necessary growth will be achieved.

SMART Graduation Rate Goals

Goal for 2010-2011: The percentage of students graduating in 4 years will increase a minimum of 5%, from a 2009 rate of 59.8%, by the end of the 2010 -2011 school year as measured by the State Department of Education.

Goal for 2011-2012: The percentage of students graduating in 4 years will increase a minimum of 5% based on the resultant 2011 rate by the end of the 2011 -2012 school year as measured by the State Department of Education.

Goal for 2012-2013: The percentage of students graduating in 4 years will increase a minimum of 5% based on the resultant 2012 rate by the end of the 2012 -2013 school year as measured by the State Department of Education.

Rationale: The focus of a transition interventionist working with families and a Hispanic liaison will increase the discussions surrounding graduation with the majority of our families.

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.

Name of School: East Central High 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)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>TPS has selected Suzette Huggins to serve East Central 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. Ms. Huggins was chosen due to demonstration of outstanding leadership which included: previous outstanding success in leading Central High School to meeting AYP goals in 2008-09; previous successful leadership as an assistant principal at East Central High School; her understanding of faculty needs; her staff development leadership and participation in differentiated instructional models; her on-going understanding and partnership with the University of Oklahoma’s Center for Community Engagement.</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 visionary but realistic goals. The Turnaround principals will be responsible for collaborating with parents, community members, the Turnaround Office and the Lead Turnaround</p>	July 2010	Associate Superintendent of Secondary Schools and the Human Capital Office

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	<p>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 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 Effectiveness Initiative Office</p> <p>Teacher Effectiveness Initiative Office</p>

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	<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>August 2010</p>	<p>Human Capital Office</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 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>	<p>Policy/Procedure established – Fall 2010</p> <p>Incentives distributed each Fall after testing</p>	<p>Turnaround Office and Lead Turnaround Partner</p> <p>Turnaround Office and</p>

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their professional practice, have not done so.	<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</p>	<p>results are in and milestone progress is assessed beginning 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>Lead Turnaround Partner</p> <p>Principals, Turnaround Office, Lead Turnaround Partner</p> <p>Principals, Turnaround Office, Lead Turnaround Partner, and Human Capital 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><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>	August 2010 and beyond	Principal, Human Capital Office

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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>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. Professional development will be provided through in-person training as well as online courses and webinars developed by the Lead Turnaround Partner.</p> <p>In addition to the Professional Development offerings throughout the year and the weekly PLC team discussions and 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</p>	<p>Ongoing Professional Development throughout the school year beginning in August 2010</p> <p>5-day Summer Academy each</p>	<p>Turnaround Office, Lead Turnaround Partner, and principals</p> <p>Turnaround Office and Lead Turnaround Partner</p>

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	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.	July/August beginning in 2010	
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 Incentives paid Fall of each year beginning Fall 2012	Turnaround Office, Lead Turnaround Partner, Human Capital, Finance Department Turnaround Office, Lead Turnaround Partner, Human Capital, Finance Department

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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><i>Rigorous Curriculum</i></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"> 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, 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, 3) Tools and support delivered directly by ACT/America’s Choice to address discrepancies between the present standards and ACT Quality Core standards, 4) Tools and support delivered directly by the National Center on Time and Learning to address scheduling 	<p>Curriculum implementation and practice training provided throughout each school year and each summer</p> <p>Curriculum alignment Spring 2011</p>	<p>ACT/America’s Choice, Turnaround Office, and Lead Turnaround Partner</p> <p>ACT/America’s Choice, Turnaround Office, Lead Turnaround Partner, Secondary Curriculum Department</p>

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	<p>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 utilizes data for making instructional decisions. Tier 2 is the supplementary academic support, in addition to the regular instructional program, for</p>		

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	students who are struggling to stay on grade level. Tier 3 is intensive academic acceleration for students who fallen significantly below grade level. This reform initiative will continue and expand with no cost to this grant.		
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><i>1) Summative Data Access and Use</i></p> <p>Hire Math Coach.</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"> a) Interpret value added test results b) Understand the interactions of progress and achievement information as well as their measured effects and contributions to student growth c) Use student growth projections to help students meet Explore, Plan and ACT targets d) Discern patterns of student growth by disaggregated student groups e) Determine and employ strategies that accelerate 	<p>August 2010</p> <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>Principal</p> <p>Turnaround Office and Lead Turnaround Partners</p> <p>Turnaround Office, Lead Turnaround Partners, principals, and PLC team leaders</p>

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	<p>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 them. School counselors will be included in the Professional</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>

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	<p>Learning Community teams as they are a crucial partner is 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>East Central 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.</p> <p>Implementation of the new schedule will begin in the Fall of</p>	<p>Stakeholder planning sessions held multiple times throughout the 2010-11 school year</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p>

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	<p>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"> 1) Additional time for core academic subjects, 2) Additional time for teachers to employ interactive projects that help students apply their skills to real life situations, 3) Provide more time for teachers to collaborate during the school day planning lessons together and using data more effectively, 4) Provide integrated, engaging enrichment activities that help develop student cognitive and social skills, 5) Extensive use of “Best Practices” in teacher professional development activities, and 6) Extensive training of school site leaders in support and evaluation of teachers. 	Implementation Fall 2011	Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals
9. Provide ongoing mechanisms for family and community engagement.	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	School Progress Dashboard created Fall 2010	Turnaround Office and Lead Turnaround Partner

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	<p>reach its goals and further engage the community.</p> <p>The Lead 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>Parent/Community communication plan established and implemented Aug/Sept 2010</p>	<p>Turnaround Office, Lead Turnaround Partner, principals, and District Office of Public Information</p>
<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.</p>	<p>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.</p>	<p>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.</p> <p>The newly formed governance bodies will be in place by September 15, 2010.</p>	<p>Lead Turnaround Partner, Turnaround Office</p> <p>Principals</p>

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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 Director 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:	July 2010	Board of Education, Teacher Effectiveness Initiative Office, and Human Capital Office
	The Turnaround Director 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. Following District and state procurement procedures, TPS will select and engage a Lead Turnaround Partner who has earned national recognition for success in helping other large, urban districts turnaround severely underperforming schools. 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	July 2010	Board of Education, Teacher Effectiveness Initiative Office

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	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.		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. School Progress Tracking 2. School and Classroom Culture 3. Student Engagement 4. East Central Reform Model	<i>School Progress Tracking</i> Hire Transition Interventionist. The TPS Turnaround Office will collaborate with the Lead Turnaround Partner, each school, and program specific partners, such as ACT/America's Choice, to conduct monthly walk-throughs and modeling sessions to ensure continuity and integration of all the components of the transformation effort. Additionally, the Lead Turnaround Partner will assist the district in developing specialized dashboards, aligned to district and initiative goals, that provide a quick but thorough	August 2010 School Progress Dashboard created Fall 2010	Principal Lead Turnaround Partner and Turnaround Office

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	<p>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 Lead 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 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</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>

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	<p>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 & 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, 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</p>	<p>Surveys distributed with results compiled and analyzed each</p>	<p>Principals, Turnaround Office, and Lead</p>

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	<p>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><i>East Central Reform Model</i></p> <p>During the current school year the new leadership has collaborated with teachers, students and parents to build a vision of their reform model that will compliment the Teacher Effectiveness Initiative and the Rigor and Readiness Initiative. The school has conducted an extensive assessment that was used to design their unique reform model. The essential elements of the East Central model are as follows:</p> <ul style="list-style-type: none"> (1) Instructional improvement strategies that combine the work of Rick DuFour with the work of the newly implemented Rigor and Readiness program; (2) Implementing a block schedule along with professional development that is targeted on teaching in a block schedule; 	<p>Fall and Spring</p> <p>Adaptations and</p>	<p>Turnaround Partner</p> <p>Principal, Turnaround</p>

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	<p>(3) Development of Career Academies related to student interest</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>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>	<p>alignment to Transformation model Spring 2011</p> <p>August 2010 and beyond</p>	<p>Office, Lead Turnaround Partner</p> <p>School staff and administrators; parents</p>

