

**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: Gilcrease Middle School Address: 5550 N Cincinnati Ave Tulsa, OK 74126	SIG Site Contact: Phyllis Lovett Name & Position: Principal Phone#: 918-746-9600 Email Address: lovetph@tulsaschools.org									
Grade levels enrolled (SY10): 6-8	Number of Students Enrolled (SY10): 379									
Tier Level Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ 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. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Year 1: SY 2010-11</td> <td style="text-align: right;">1,583,555</td> </tr> <tr> <td>Year 2: SY 2011-12</td> <td style="text-align: right;">1,724,555</td> </tr> <tr> <td>Year 3: SY 2012-13</td> <td style="text-align: right;">1,724,555</td> </tr> <tr> <td>Total Amount of Funding Requested for this School</td> <td style="text-align: right;">5,032,665</td> </tr> </table>		Year 1: SY 2010-11	1,583,555	Year 2: SY 2011-12	1,724,555	Year 3: SY 2012-13	1,724,555	Total Amount of Funding Requested for this School	5,032,665
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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 OCCT, percent scoring satisfactory or above: 6 th Math 28% 6 th Reading 22% 7 th Math 27% 7 th Reading 25% 8 th Math 11% 8 th Reading 16%	Quality Time Analysis: Estimated usage of 82% of instructional minutes each day for classroom instruction; 63 minutes lost each day for lunch (45 min), class changes (18 min), housekeeping/distractions (13 min).	<i>Total Pop. - 379</i> Caucasian – 12% African/Am – 77% Amer. Ind. – 5% Hispanic – 4% Asian/Pac. Isl. – 1% Male – 53% Female – 47%
College Readiness Indicators as Determined by ACT-EPAS Reading: 6% Math: 2% ELA: 17%	Student Readiness Inventory (6 th grade self assessment): 1-100 scale Academic discipline - 52 Commitment to school - 61 Family attitude toward education - 64 Family involvement - 60 Managing feelings - 44 Optimism - 57 Orderly Conduct - 51 Rel. with School Personnel - 53 School Safety Climate - 34	Attendance: 93.7%

	Thinking before Acting – 54 Overall Academic Success Index - 49	
		Low Income (F/RL) – 103.9%
		Special Education: 20%
		Cases of suspension: 306 Days lost to suspension: 3373

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

Name	Title	Stakeholder Group
Phyllis Lovett – Needs Assessment and Lead Team planning member	Principal	School
Haven Ferguson– Needs Assessment and Lead Team planning member	Assistant Principal	School
Brian Davis– Needs Assessment and Lead Team planning member	Instructional Facilitator	School
Tyrone Pelzer– Needs Assessment and Lead Team planning member	Instructional Facilitator	School
Daniel Sexton– Needs Assessment and Lead Team planning member	Teacher	School
Melanie Miller– Needs Assessment and Lead Team planning member	Teacher	School
Eric Fahland – Needs Assessment team	Teacher	School
Randy Wilson – Needs Assessment team	Parent	Community
Mrs. Johnson – Needs Assessment team	Parent	Community
Rebecca Marx - Jimmerson – Needs Assessment Team	Partner In Education	Community
Nancy McDonald – Needs Assessment team	Partner In Education	Community
Ezra Lewis – Needs Assessment team	Student	School

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 prospective and each staff participated in the WISE needs assessment focusing on the identified 29 rapid improvement indicators.

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

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.
<p>School Profile: Includes student and staff data.</p>	<p>Students: <i>Total Pop. - 379</i> Caucasian – 12% African/Am – 77% Amer. Ind. – 5% Hispanic – 4% Asian/Pac. Isl. – 1% Male – 53% Female – 47% Low Income (F/RL) – 103.9% Special Education: 20%</p> <p>Staff: Total Certified Pop. – 40 Male – 13 Female – 27 Doctorate – 2 Masters – 14 Bachelor – 24 Student/Teacher Ratio – 11.9:1 Teacher Attendance: 95%</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>Gilcrease’s vision includes high academic expectations for all students and determines courses of action based on such. A recent survey indicated teachers are aware of and are implementing PASS objectives; however, some curriculum adoptions need to be aligned (EEIA-1.03). Lesson plans monitor the implementation of PASS as do classroom observations and evaluations. Benchmark tests and various assessments also monitor how well objectives are being taught. Student data is evaluated on a regular basis to determine the effectiveness of curriculum and teaching processes. The common academic core curriculum accommodates the learning needs of most students (EEIA-1.07).</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Data is collected and disaggregated on an ongoing basis to identify areas of greatest need for focused, data driven instruction (EEIB-2.03, 2.05). Weekly collaboration and Professional Learning Communities focus on student achievement, and data is used to determine what classes are taught by teachers and what classes students need.</p>
<p>Instruction: Includes the varied strategies used in the classroom,</p>	<p>Gilcrease has worked to integrate technology via Smart Boards and best teaching practices (EEIC –</p>

<p>integration of technology, and teacher collaboration.</p>	<p>3.02, 3.03). The teachers have worked together and with instructional facilitators to implement Marzano’s Instructional Strategies (EEIC-3.01). According to the needs assessment, common plan times allow teams to collaborate and provide much needed support for the large population of first-year teachers (EEIC-6.11).</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>The administration and staff of Gilcrease is working to transform the culture of the school with the vision of high expectations for student behavior and achievement (EEIIA-4.03, 4.05). Teachers rehearse classroom procedures and expectations on an ongoing basis. Additionally, the faculty and staff of Gilcrease focus on building positive relationships with students to create a sense of belonging and community. Administration and teachers believe all students will rise to meet our high expectations.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>Gilcrease is fortunate to have a parent liaison who visits students’ homes to keep parents involved and informed (EEIIA-4.07). Partners in Education play a vital role in providing tutors, volunteers for events, and meeting monetary needs (EEIIB-5.01). Family Literacy Nights are held quarterly, along with parent conferences each semester to involve parents in the education of their children. Parents are visited by phone and conferences on an on-going, as-needed basis via teams of teachers and counselors (EEIIA-4.07). Additionally, each grade level team sends a newsletter to parents on a monthly basis. The annual community fair and school open house serve as venues to meet and maintain relationships with parents and the community.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>Professional development is ongoing and based on the analysis of student data as well as the need to build teacher capacity. Teacher conferences are held to discuss walk-through observations as well as ongoing support for individual teacher needs that arise. Evaluations are discussed with research based suggestions and practices with practical applications. Additionally, instructional facilitators work with teachers based on administrative request (EEIIC-6.13).</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>Administration and faculty developed the vision together and visit it periodically throughout the school year when making decisions (EEIIIA-7.01, EEIIIC-9.01). Additionally, dialogue at faculty meetings is conducted to reflect on the success of the school working toward the shared vision and</p>

	what can be done to improve this. Policies and procedures are visited, evaluated, and adjusted based on faculty input and how well they are working to accomplish the vision (Plan, Do, Study, Act).
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.	Block scheduling allows for more intense, focused learning that is chunked into appropriate sections and time increments. It also lends to the effective teaming of teachers who work together during common plan times (EEIIC-6.11). Student data is analyzed and scheduled into classes according to individual needs.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	Gilcrease faculty collaborates to analyze student data in relationship to the site improvement goals. School wide assessment indicates each student tracks his or her achievement data while the teachers and school maintains ongoing records of all assessment data (EEIB-2.05). Data is used to drive instruction as well as Professional Development.

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 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 five of the six 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 two years show definite academic achievement gains that can be accelerated by the components of the Transformational Model.

Need: Gilcrease has a school culture issue where students are not attending/staying in class, and students who are not prepared for class and emotionally prepared for learning. Activities:

Gilcrease will hire two PRIDE Promoters who will build relationships with students, encourage the school mantra behavior – Prepared, Respect, Integrity, Determination, and Excellence (PRIDE), be available during the day to support positive school culture, support students, counselors, and faculty in maintaining an orderly learning environment, counsel students in crisis and help them to re-focus on learning, and assist in facilitating early release Friday activities.

Need: Gilcrease has a high ratio of new teachers and a low achievement rate for students in all subject areas. Activities: Gilcrease will hire two Instructional coaches with an emphasis on math/science and language arts/social sciences. These full time positions will coach/mentor teachers,

support the Professional Learning Community leaders, provide professional development in such areas as developing a high performance learning culture, model and coach effective teaching practices, assist in the implementation of assessment rubrics, and professional development in best practices. In addition, Gilcrease will seek a new school policy to make the exempt from receiving teachers on the trim list to ensure a high quality teaching staff. In addition, on one Friday of every month, Gilcrease students who are performing at a C or better in core classes will have the opportunity to attend class in the morning until noon, and then participate in career based internships in the community in the afternoon. Further, Gilcrease has a current teacher absentee rate of 15% with much of its teaching force missing at least one day of work per month. Gilcrease recognizes the value and importance of a solid, consistent teaching staff and will remedy frequent absenteeism by providing stipends to teachers and staff who have perfect attendance. Also, Gilcrease will participate in professional learning communities 45 minutes per day for five days per week to work with the urban coaches on teaching strategies and best practices. Gilcrease will extend their learning time beginning August 2010 one hour per day. This extension of time will include instruction in social skills, academic enrichment, academic remediation, and advisory. In addition, Gilcrease students will have the opportunity to attend enrichment activities such as service club, reading league, college advisory, academic bowl, and debate club, to name a few.

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 6 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 22% to 37%. The percentage of 7 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 25% to 40%. The percentage of 8 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 16% to 31%. Students meeting college readiness standards (ACT-EPAS) increase to 11%.
Goal for 2011-2012: The percentage of 6 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 32% to 47%. The percentage of 7 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 40% to 55%. The percentage of 8 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 31% to 47%. Students meeting college readiness standards (ACT-EPAS) increase to 16%.
Goal for 2012-2013: The percentage of 6 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 47% to 62%. The percentage of 7 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 55% to 70%. The percentage of 8 th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 47% to 62%. Students meeting college readiness standards (ACT-EPAS) increase to 21%.
Rationale: Given the current academic performance of Gilcrease students, it is imperative to show a realistic, minimum growth of 15% each year as the climate improves and rigor and

college readiness increase. While 15% is significant, the gravity of the situation calls for large incremental growth in order to meet the AYP goals. 6th grade goals will be similar, however current data is unavailable. Adjustments will be made accordingly based on data received in the summer of 2010.

SMART Mathematics Goals

Goal for 2010-2011: The percentage of 6th Grade students scoring Proficient or better as measured on the OCCT Math Assessment will increase from 28% to 43%. The percentage of 7th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 27% to 42%. The percentage of 8th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 11% to 31%. Students meeting college readiness standards (ACT-EPAS) increase to 7%.

Goal for 2011-2012: The percentage of 6th Grade students scoring Proficient or better as measured on the OCCT Math Assessment will increase from 43% to 58%. The percentage of 7th Grade students scoring Proficient or better as measured on the OCCT Math Assessment will increase from 42% to 57%. The percentage of 8th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 31% to 51%. Students meeting college readiness standards (ACT-EPAS) increase to 12%.

Goal for 2012-2013: The percentage of 6th Grade students scoring Proficient or better as measured on the OCCT Math Assessment will increase from 58% to 73%. The percentage of 7th Grade students scoring Proficient or better as measured on the OCCT Math Assessment will increase from 57% to 72%. The percentage of 8th Grade students scoring Proficient or better as measured on the OCCT Reading Assessment will increase from 51% to 71%. Students meeting college readiness standards (ACT-EPAS) increase to 17%.

Rationale: Given the current academic performance of Gilcrease students, it is imperative to show a realistic, minimum growth of 15% each year as the climate improves and rigor and college readiness increase. While 15% is significant, the gravity of situation calls for large incremental growth in order to meet the AYP goals. 6th grade goals will be similar, however current data is unavailable. Adjustments will be made accordingly based on data received in the summer of 2010.

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: Gilcrease 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)
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 Dr. Phyllis Lovett to serve Gilcrease 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. Dr. Lovett was selected due to demonstration of outstanding leadership which included: previous outstanding success in leading Penn Elementary School to meeting AYP goals in 2007-09; Doctoral research and completion in Educational Administration at Oklahoma State University; outstanding leadership history within Tulsa Public Schools specific to urban educational needs; on-going staff development participation in building Professional Learning Communities; on-going staff development and building staff participation in creating a successful model at Gilcrease Middle School for Extended Learning Time (with ELT partners); demonstrated understanding of effective instructional strategies and recognition of teacher effectiveness; demonstrated understanding and personal commitment to teacher effectiveness indicators that include student achievement goals as primary indicators of success.</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</p>	July 2010	Associate Superintendent of Secondary Schools and the Human Capital Office

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	<p>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 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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<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. Value-added scores and student growth information produced by vendor each summer/fall then released to the District and schools for use in data-informed decision making and PLC discussion meetings</p>	<p>Program Management Office</p> <p>Program Management Office and Teacher and Leader 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>August 2010 and beyond</p> <p>August 2010</p> <p>Pilot Spring 2010</p>	<p>Lead Turnaround Partner, PLC leaders</p> <p>Human Capital</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	<p><i>Rewarding Effective Teachers and Leaders</i></p> <p>Principals, teachers, and staff at each school that meets or exceeds its annual milestones in all categories (reading/language arts, mathematics, graduation rates – for high schools only) will be rewarded with school-based incentives. The TPS Turnaround Office will work with the</p>	<p>Policy/Procedure established – Fall 2010</p> <p>Incentives distributed</p>	Turnaround Office and Lead Turnaround Partner

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have been provided for them to improve their professional practice, have not done so.	<p>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.</p> <p>Further, individual teachers who demonstrate high levels of effectiveness, as identified through their scores on the performance rubric as well as value-added and student growth information, will be approached to become Professional Learning Community leaders for their schools and have the opportunity to share and model for their colleagues in an effort to improve the practice of everyone around them.</p> <p><i>Exit Ineffective Teachers</i></p> <p>Relying on the assessment system detailed under Requirement 2 above, TPS will set exacting performance standards against which all teachers will be measured. The performance standards will be developmentally appropriate for probationary and career teachers.</p> <p>TPS will implement and enforce adherence to these standards to avoid harm to the students. District administrators and principals will be required to clearly communicate expectations to their teachers, make it known that ineffectiveness will not be tolerated, document the performance of every teacher, and be held accountable for enforcing the rules when expectations are not met. Consistent</p>	<p>each Fall after testing results are in and milestone progress is assessed beginning fall 2011</p> <p>Effective teachers identified each Fall beginning in 2010 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>

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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>	Fall 2010	Turnaround Office, Lead Turnaround Partner, and 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.</p> <p>Hire Instructional Coaches and provide training.</p> <p>Provide monthly classroom visits for modeling and coaching.</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 models to fidelity. This academy will bring in national experts who will speak on topics such as the Case for Change</p>	<p>Ongoing Professional Development throughout the school year</p> <p>August 2010</p> <p>August 2010 and beyond</p> <p>5-day Summer</p>	<p>Turnaround Office, Lead Turnaround Partner, and principals</p> <p>Principal and Transformational Coach</p> <p>Coaches</p> <p>Turnaround Office and Lead Turnaround Partner</p> <p>Turnaround Office and</p>

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	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 beginning 2010	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. Incentives paid Fall of each year beginning in 2012	Turnaround Office, Lead Turnaround Partner, Human Capital, Finance Department
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.	Rigorous Curriculum 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	Curriculum implementation and practice training provided throughout each school year and each summer beginning in August	Associate Superintendent of Secondary Schools

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	<p>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 and course content issues, 5) Opportunities to learn from peers, within, and outside the transformation project, and 6) On-site support (materials, guidance, connections, resources), feedback, and monitoring. 	<p>2010</p> <p>Curriculum alignment Spring 2011</p>	<p>ACT/America's Choice, Turnaround Office, and Lead Turnaround Partner</p>

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	<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>		
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>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>	Training for Professional Learning Community Team Leaders and Data Coordinators August/September 2010	Turnaround Office and Lead Turnaround Partners

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	<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 growth for students who are failing to make sufficient academic progress f) Synthesize value-added information with other data sources to determine meaningful action steps in response. <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>Professional Learning Community teams will meet daily for 45 minutes beginning August 2010</p> <p>Fall of each year when state testing data, value-added, and student growth information is available and ongoing in weekly PLC discussion and planning sessions</p>	<p>Turnaround Office, Lead Turnaround Partners, 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><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 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>Fall of each year when EPAS testing data is available and ongoing in weekly PLC discussion and planning sessions</p> <p>Survey tools will be administered at least one time per year with timing at the discretion of each school. Results will be analyzed through the weekly PLC discussion and planning sessions beginning August</p>	<p>District Office of Accountability, Turnaround Office, Lead Turnaround Partner, principals, and PLC team leaders</p> <p>Turnaround Office, Lead Turnaround Partner, principals and PLC team leaders</p>

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		2010	
8. Establish schedules and implement strategies that provide increased learning time.	<p>Two middle schools, including Gilcrease 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 school day.</p> <p>The key components of the ELT model are 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 	<p>Communication of plan to parents and community Summer 2010</p> <p>Implementation Fall 2010</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p> <p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p>

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	and evaluation of teachers.		
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 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>Parents provided with bus passes to attend parent/teacher conferences.</p> <p>Teachers selected and begin to make home visits to students who are suspended from school.</p>		
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive	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	Training and planning time will be provided to each site each summer (5-day	Lead Turnaround Partner, Turnaround Office

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approach to substantially improve student achievement outcomes and increase high school graduation rates.	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.	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.	Principals
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	TPS will establish a District Turnaround 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: 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. He/she will provide transformational leadership in helping each of the schools in creating and managing a safe, supportive and positive learning	July 2010	Board of Education, Teacher and Leader Effectiveness Initiative Office, and Human Capital Office

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	<p>environment where all students excel, where staff is empowered and share the vision of high performance and collaboration, and where parents and community are engaged in partnerships to support student achievement.</p> <p>The director will report directly to the Superintendent of Schools and will be members of the Associate Superintendent for Secondary Schools' Professional Learning Community (PLC).</p> <p>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 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</p>	July 2010	Board of Education, Teacher and Leader Effectiveness Initiative Office

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	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. 2. 3. 4. 5.	<i>School Progress Tracking</i> The TPS Turnaround Office will collaborate with the Lead Turnaround Partner, each school, and program specific partners, such as ACT/America's Choice and the National Center on Time and Learning, to conduct monthly walk-throughs and modeling sessions to ensure continuity and integration of all the components of the transformation effort. Additionally, the Lead Turnaround Partner will assist the district in developing specialized dashboards, aligned to district and initiative goals, that provide a quick but thorough analysis of each school's performance based on multiple measures, including, but not limited to, College/Career Readiness (academic achievement, student progress, gap identification), School Climate and Safety, Financial Accountability, and Professional Development. Each school	School Progress Dashboard created Fall 2010	Lead Turnaround Partner and Turnaround Office

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	<p>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>Hire PRIDE Promoters and set up culture training for teachers and staff.</p> <p>Implement teacher and staff incentive plan for attendance.</p> <p>Write and get board approval for TRIM teacher policy.</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</p>	<p>August 2010</p> <p>August 2010</p> <p>Sept. 2010</p> <p>KEYS 2.0 set up completed Fall 2010</p>	<p>Principal and transformational coach</p> <p>Principal and transformational coach</p> <p>Principal</p> <p>Turnaround Office, principals, Superintendent</p> <p>Principals, Turnaround Office, and Lead Turnaround Partner</p>

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	<p>improvement.</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, and the American Association of School.</p>	<p>Survey tool distributed for use and results compiled to begin analysis Spring of each year beginning in 2011</p> <p>Surveys distributed with results compiled and analyzed each Fall and Spring beginning August 2010</p>	<p>Principals, Turnaround Office, and Lead Turnaround Partner</p> <p>Transformational Coach, Human Capital</p>

