

**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: Nathan Hale High School Address: 6960 E 21 st St. Tulsa, OK 74129	SIG Site Contact: Kevin Burr Name & Position: Asst. Superintendent of Secondary Education Phone#: 918-746-6287 Email Address: burrke@tulsaschools.org								
Grade levels enrolled (SY10): 9-12	Number of Students Enrolled (SY10): 959								
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%;"> <tr> <td data-bbox="818 1356 1143 1392">Year 1: SY 2010-11</td> <td data-bbox="1148 1356 1404 1392">1,037,080.75</td> </tr> <tr> <td data-bbox="818 1398 1143 1434">Year 2: SY 2011-12</td> <td data-bbox="1148 1398 1404 1434">1,231,568.25</td> </tr> <tr> <td data-bbox="818 1440 1143 1476">Year 3: SY 2012-13</td> <td data-bbox="1148 1440 1404 1476">1,241,568.25</td> </tr> <tr> <td data-bbox="818 1482 1143 1585">Total Amount of Funding Requested for this School</td> <td data-bbox="1148 1482 1404 1585">3,510,217.25</td> </tr> </table>	Year 1: SY 2010-11	1,037,080.75	Year 2: SY 2011-12	1,231,568.25	Year 3: SY 2012-13	1,241,568.25	Total Amount of Funding Requested for this School	3,510,217.25
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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, and 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 52% English III 62% Algebra I 52% Algebra II 25%	Quality Time Analysis: Estimated usage of 63% of instructional minutes each day for classroom instruction; 81 minutes lost each day for lunch (25 min), class changes (36 min), housekeeping/distractions (42 min).	<i>Total Pop. - 959</i> Caucasian – 30% African/Am – 33% Amer. Ind. – 10% Hispanic – 24% Asian/Pac. Isl. – 3% Male – 50% Female – 50%
4-year Graduation rate: 53.5%	Student Readiness Inventory (9 th grade self assessment): 1-100 scale Academic discipline - 31 Commitment to school - 44 Family attitude toward education - 37 Family involvement - 34 Managing feelings - 40 Optimism - 39 Orderly Conduct - 43 Rel. with School Personnel - 35 School Safety Climate - 23	Attendance: 88.1%

	Thinking before Acting – 44 Overall Academic Success Index - 30	
2009 Dropout rate: 4.8%		Low Income (F/RL) – 76.3%
2009 ACT avg score: 17.5 (59 graduates tested)		Special Education: 18%
AP course enrollment – 27 AP tests taken – 29 Test scores over 3 - 2		Cases of suspension: 756 Days lost to suspension: 5811
College Readiness Indicators as Determined by ACT-EPAS Reading: 13% Math: 5% ELA: 19%		

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

Name	Title	Stakeholder Group
Tammy Altaffer	Teacher	School
Jill Blackwelder	Assistant Principal	School
John Hinkle	Teacher	School
Margaret Meeks	Teacher	School
Muge Park	Teacher	School
Denise Payton	Teacher	School
Dawn Southern	Counselor	School
Dixie Speer	Instructional Facilitator	School
Tracey Thompson	Assistant Principal	School
Geoff Wilbur	Assistant Principal	School
Melissa Yoder	Teacher	School
Patti Ferguson	Parent	Community
Lauren Gillingham	Student	Student Body
Karen Moon	Alumni	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 prospective and each staff participated in the WISE needs assessment focusing on the identified 29 rapid improvement indicators.

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

<p>School Profile: Includes student and staff data.</p>	<p>Students: Total Pop. - 959 Caucasian – 30% African/Am – 33% Amer. Ind. – 10% Hispanic – 24% Asian/Pac. Isl. – 3% Male – 50% Female – 50% Low Income (F/RL) – 76.3% Special Education: 18%</p> <p>Staff: Total Certified Pop. – 65 Male – 25 Female – 40 Doctorate – 6 Masters – 22 Bachelor – 37 Student/Teacher Ratio – 15.5:1 Teacher Attendance: 95.1%</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The Leadership Team found that EEIA-1.01 and EEIA-1.07 were in full implementation. Teachers align lesson plans to state standards and pacing calendars. Students are enrolled in the common core curriculum at a minimum. EEIA-1.03 is at limited development. Gaps in curriculum are not addressed on a regular basis in all departments.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>EEIB-2.03 and EEIB 2.05 were both found to be in the limited development stage. Few teachers administer pre-tests as they begin new units. Common assessments across departments are not utilized to collect performance data. Some departments such as ELA and Math are further developed in utilizing data than others.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>EEIC – 3.01 and EEIC 3.02 were found to be in full implementation. Teachers have been utilizing research-based strategies in the classroom. Documentation is found on lesson plans. EEIC 3.03 and 3.08 are in limited development. Many teachers give students choice in assessment, but the needs of individual students are not addressed in all classrooms. There is no school policy on homework.</p>
<p>School Culture:</p>	<p>EEIIA-4.01 was found to be in full implementation.</p>

<p>Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>Leadership provides a safe learning environment for students and staff. EEIAA-4.03, 4.05, and 4.07 were found to be in limited development. There are small pockets of staff members that need to increase student expectations. There is still a need for recognition that teaching and presenting information are different concepts. Some teachers are reluctant to contact parents concerning discipline issues.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>EEIIB-5.02 was found to be in full implementation. Students have the option to participate in tutoring, PBIS, and summer academy and extra-curricular activities. EEIIB-5.01 and 5.05 were found to be in limited development. PTSA membership and attendance has dropped this year. All teachers do not update online information in a timely manner.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>EEIIC-6.04, 6.06, and 6.13 were found to be in full implementation. Leadership team uses district and state assessment data and focus walk data to develop PLC and other professional development topics to address gaps in student achievement. Teachers receive instructional feedback from administration. EEIIC- 6.11 was found to be in limited development.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>EEIIIA 7.01, 7.02, and 7.10 were found to be in full implementation. School leadership team collaborates with teachers to develop a shared vision around our magnet programs. Leadership team meets weekly to assess data and utilize focus walks to assess instruction. Surveys have also been used to identify teacher and student needs.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>EEIIIB 8.03 and 8.09 were found to be in full implementation. Teachers are assigned based on certification and skills to specific courses. The use of federal and district funds are aligned to their school improvement plan. EEIIIB 8.04 is in limited development. Ongoing professional development is needed to assist teachers in effectively utilizing extended instructional time.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>EEIIC 9.01, 9.05 and 9.07 were found to be in limited development. Staff needs to develop common norms for functioning as a team with accountability. Leadership team needs to allocate responsibility and better monitor timelines and levels of implementation for school improvement. All staff members need to become reflective and self-evaluate.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

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

Need: EEIA 1.03, EEIB 2.03, EEIB 2.05 – Common assessments to gauge gaps in curriculum and increase depth of knowledge understanding. Activities: All curriculum departments will create pre/post assessments aligned to the Common Core Standards and the College Readiness Standards in all core subject areas. These assessments will serve as an indicator of student achievement and will assist in providing information on remediation needs of students. Teachers will identify interventions and /or remediation tools based on individual student needs. A technology instructional specialist will be hired to assist teachers with lesson plan development utilizing technology to improve the rigor of the curriculum and project based learning activities.

Need: EEIC 3.03, EEIA 4.05 – Identify learning styles of teachers and students. Activities: All students will take a learning styles inventory each year through the utilization of the Dunn and Dunn Learning Styles Inventory to assist teachers in providing differentiated instruction to students. Teachers will participate in professional development designed to provide instructional strategies in differentiating classroom instruction.

Need: EEIA 4.07, EEIB 5.01 – Parental Involvement. Activities: Provide a full time, Spanish speaking parent facilitator who will work with students and parents on school related activities. The school will create a parental contact policy to ensure parental involvement.

Need: EEIC 6.11, EEIC 9.01 – Time in the day for the teachers to observe other teachers in the school and/or the district and provide teacher collaboration time. Activities: Teachers will participate in 90 minutes per week of Professional Learning Communities training lead by peer leaders. In addition, teachers will observe other teachers in their school and throughout the district who have successful data in their particular area of expertise to ensure collaboration and leadership development.

Need: EEIB 8.04 – Teachers need to more efficiently use instruction time. Activities: The school will hire consultants to provide professional development in planning and utilizing time effectively in order to improve student performance.

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 52% in 2009, a minimum of 10% by the end of the 2010 -2011 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 18%.
Goal for 2011-2012: The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 10% based upon the achieved scores in the 2011-2012 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 23%.
Goal for 2012-2013: The percentage of English II students scoring at proficiency or higher in Language Arts 2 will increase a minimum of 10% based upon the achieved scores in the 2012-2013 school year as measured by the Spring OCCT and students will achieve a 10% gain in English II Quality Core pre and post test assessments. Students meeting college readiness standards (ACT-EPAS) 28%.
Rationale: Nathan Hale High School will utilize the following research-based resources in improving instruction and student achievement: Exam View, Online-Essay Grader, Read 180, Reading Strategies Read 25 (Silent Sustained Reading), QAR, Student Book Clubs. We are also utilizing the following instructional strategies across the curriculum: Marzano's BAV, DASH, Cornell Notes, Pair Share and Double Entry Diaries. The ACT Quality Core instructional model was implemented at Nathan Hale in all English I classrooms. Ramp Up course offerings have been increased this school year. Explore Plan, and previous OCCT test scores are used to compile baseline data for student growth measures.

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 52% in 2009 by a minimum of 10% and a minimum 30% gain for Algebra II from a score of 25% 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) 18%.
Goal for 2011-2012: The percentage of Algebra I students scoring at proficient or higher in Algebra I will increase a minimum of 10% and Algebra II 30% 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) 23%.
Goal for 2012-2013: The percentage of Algebra I students scoring at proficient or higher in Algebra I will increase a minimum of 10% and Algebra II 30% 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) 28%.
Rationale: Nathan Hale High School will continue to implement the following strategies for Algebra I. Teachers will increase depth of knowledge by presenting students with more challenging curriculum focusing on higher levels of analysis and understanding. The ACT Quality Core instructional model was implemented at Nathan Hale in all Algebra I classrooms. Algebra teachers will use toolbox strategies from quality core and to improve instruction. Navigator materials will be utilized to assist students who are not performing at grade level. Algebra teachers will meet to horizontally align curriculum and instruction. Ramp Up course offerings have been increased this school year. Explore Plan, and previous OCCT test scores are used to compile baseline data for student growth measures.

SMART Graduation Rate Goals
Goal for 2010-2011: Nathan Hale will move from a 53.5% graduation rate to 58.5%
Goal for 2011-2012: Will obtain a 5% growth in graduation rate from the previous year.
Goal for 2012-2013: Will obtain a 5% growth in graduation rate from the previous year.
Rationale: Nathan Hale will continue to implement the Tulsa Public Schools drop-out prevention policy to track and monitor students who withdraw from school. At-Risk students will be identified at the 9 th grade year and interventions will be offered including credit recovery, Tutoring, PBIS, and alternative placement where appropriate.

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: Hale 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 will select a principal to serve Hale 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. The principal to be selected will demonstrate 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 underperforming 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 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</p>	July 2010	Associate Superintendent of Secondary Schools and the Human Capital Office

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	teams along with exceptional coaching skills. They will also have strong curriculum knowledge, including implementing literacy and math interventions. Qualifications: Master’s Degree or equivalent in educational administration and valid and appropriate Principal Certification.		
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: 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 b. Are designed and developed with teacher and principal involvement.	<i>Value-added and Student Growth Projections</i> As part of the TPS Teacher Effectiveness Initiative that will ensure that there is a quantifiably effective teacher in front of every student and that effective teachers are supported by effective leadership in a district that is centered around a high performance culture, TPS will work with a nationally recognized vendor to collect and use value-added data and student growth projections. 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	Teacher-student linkage will be verified in May 2010 and ever May thereafter 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	Teacher and Leader Effectiveness Office Teacher and Leader Effectiveness Initiative Office

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	<p>statistical significance of each in properly measuring teacher effectiveness.</p> <p><i>Teacher Expectations</i></p> <p>Teacher expectations will be established and assessed via the performance rubric created under the TPS Teacher Effectiveness Initiative. While only a portion of TPS teachers will have individual value-added scores, all teachers will be assessed using the newly re-designed teacher performance rubric beginning in fall of 2010. The rubric will be crafted to comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team assigned to this re-design has examined the standard Oklahoma evaluation tool, evaluation tools from other states, the research of Charlotte Danielson, Thomas Toch and Robert Rothman.</p> <p>The final rubric will include clear indicators of each domain and dimension that will be provided to each teacher and reviewer along with training to understand the measures. The rubric will be divided into five numerical performance levels 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</p>	<p>making and PLC discussion meetings</p> <p>July – August 2010</p>	<p>Human Capital; Consultants; Teacher and Leader Effectiveness Office</p>

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	<p>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>	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 their professional practice, have not done so.</p>	<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, 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</p>	<p>Policy/Procedure established – Fall 2010</p> <p>Incentives distributed each Fall after testing results are in and milestone progress is assessed beginning Fall 2011</p> <p>Effective teachers identified each Fall after testing/rubric</p>	<p>Turnaround Office and Lead Turnaround Partner</p> <p>Turnaround Office and Lead Turnaround Partner</p> <p>Principals, Turnaround Office, Lead Turnaround</p>

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	<p>information, will be approached to become Professional Learning Community leaders for their schools and have the opportunity to share and model for their colleagues in an effort to improve the practice of everyone around them.</p> <p><i>Exit Ineffective Teachers</i></p> <p>Relying on the assessment system detailed under Requirement 2 above, TPS will set exacting performance standards against which all teachers will be measured. The performance standards will be developmentally appropriate for probationary and career teachers.</p> <p>TPS will implement and enforce adherence to these standards to avoid harm to the students. District administrators and principals will be required to clearly communicate expectations to their teachers, make it known that ineffectiveness will not be tolerated, document the performance of every teacher, and be held accountable for enforcing the rules when expectations are not met. Consistent documentation of performance for every teacher in the school is key to this strategy so that when a teacher falls below the 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>Probationary and career teachers will be aware of their developmental needs well before their formal evaluation because they will be developmentally appraised with the same</p>	<p>results and value-added/student growth information is available beginning Fall 2011</p> <p>Fall 2010</p> <p>Spring 2011 and beyond</p>	<p>Partner</p> <p>Principals, Turnaround Office, Lead Turnaround Partner, and Human Capital Office</p> <p>Human Capital</p>

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	<p>assessment tool prior to being consulted regarding their formal evaluation results. Along with their principal, mentor teacher, and Professional Learning Community team (PLC) Leader, they will tailor a personal development plan to improve their effectiveness in the classroom. If their next formal evaluation does not bring them into the acceptable range, they will be dismissed. If the teacher has demonstrated progress, but falls slightly short of the standard, the principal and district administrators will have discretion as to the exiting decision.</p> <p><i>Exit Ineffective Leaders</i></p> <p>Principals and assistant principals will also be held to a set of performance standards that will include ensuring that their school is performing up to expected achievement levels. 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. A scaffolded system of support will be built to ensure proper use and sustainability through extensive training for district and building level Professional Learning Community leaders. Further, each participating school will be provided with a Data Coordinator to provide ongoing, direct support to teachers and the school-based Professional Learning Communities. Professional development will be provided through in-person training as well as online courses and webinars developed by the Lead Turnaround Partner.</p> <p>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</p>	<p>Ongoing Professional Development throughout the school year beginning 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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	<p>and host a 5-day summer academy each year for the leaders and teachers of the participating schools to immerse them in Transformation principles and help them implement the models to fidelity. This academy will bring in national experts who will speak on topics such as the Case for Change and Change Leadership. Three days will operate as "learning" sessions (2 hour "learning" session followed by an hour of "doing" sessions with small groups from their school to internalize the information). Two days will then be "doing" sessions where each school has the opportunity as a large group and as smaller PLC teams to process the information learned and work out an action plan for the upcoming school year.</p> <p>Finally, the Lead Turnaround Partner will host an annual summer academy for teachers new to a participating school to immerse them in the Transformation principles, mindset changes, and to familiarize them with the practices taking place at the school they are joining.</p>	<p>July/August beginning in 2010</p> <p>New Transformation teacher academy each July/August</p>	<p>consultants</p> <p>Turnaround Office and Lead Turnaround Partner</p>
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	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	<p>Procedures set in place and communicated to school staff January 2011</p> <p>Incentives paid Fall of each year</p>	<p>Turnaround Office, Lead Turnaround Partner, Human Capital, Finance Department</p> <p>Turnaround Office, Lead Turnaround Partner, Human Capital, Finance</p>

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student in a transformation school.	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.	beginning 2012	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.	<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.</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, 	<p>Curriculum already adopted</p> <p>Curriculum implementation and practice training provided throughout each school year and each summer</p>	<p>Associate Superintendent of Secondary Schools</p> <p>ACT/America’s Choice, Turnaround Office, and Lead Turnaround Partner</p>

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	<p>4) Tools and support delivered directly by the National Center on Time and Learning to address scheduling and course content issues,</p> <p>5) Opportunities to learn from peers, within, and outside the transformation project, and</p> <p>6) On-site support (materials, guidance, connections, resources), feedback, and monitoring.</p> <p><i>ACT/America's Choice: Rigor and Readiness Initiative</i></p> <p>TPS contracted with ACT/America's Choice in the summer of 2009 to begin a pilot implementation in some of its middle schools and high schools. The program is designed to improve the level of college readiness as determined by the extensive research conducted by the America College Testing (ACT) organization. The reform model is based on the Response to Intervention (RTI) practices that have a proven record of success. The RTI process applies to both academic interventions and guidance of psychosocial supports. In addition to the intervention strategies, the focus of this initiative is to improve teaching methodology, raise academic standards, increase data driven instructional practices and collaboration via Professional Learning Communities (PLC).</p>	Curriculum alignment Spring 2011	ACT/America's Choice, Turnaround Office, Lead Turnaround Partner, Secondary Curriculum Department
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of	<p><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</p>	Training for Professional Learning Community Team Leaders and Data Coordinators	Turnaround Office and Lead Turnaround Partners

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individual students.	<p>use their data to assess how they are impacting student learning and to inform their decisions about instructional efficacy, practice, student and teacher placement, and the effects of interventions. Professional development and Professional Learning Community efforts under this component will concentrate on ensuring a teacher's ability to do the following:</p> <ul style="list-style-type: none"> 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</p>	<p>August/September 2010</p> <p>Professional Learning Community teams will meet weekly beginning August 2010</p> <p>Fall of each when state testing data, value-added, and</p>	<p>Turnaround Office, Lead Turnaround Partners, principals, and PLC team leaders</p> <p>District Office of Accountability, Turnaround Office, Lead Turnaround Partner,</p>

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	<p>Professional Learning Community teams to determine where achievement and progress gaps may exist relative to what has been taught and what should be taught if students are to be college/career ready. Gap analysis and test interpretation will help teachers and administrators determine learning progressions and make cogent revisions to the curriculum.</p> <p><i>Explore/Plan/ACT Examinations</i></p> <p>For many years, the Oklahoma State Regents for Higher Education have provided Explore, Plan, and ACT examination data to the District, but generally, the data is placed on a shelf and is not used to inform practice. TPS will work with its 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</p>	<p>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>Survey tools will be administered at least one time per year with timing at the discretion of each</p>	<p>principals, and PLC team leaders</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</p>

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	<p>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>school. Results will be analyzed through the weekly PLC discussion and planning sessions beginning August 2010</p>	<p>leaders</p>
<p>8. Establish schedules and implement strategies that provide increased learning time.</p>	<p>The key components of Hale’s 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. 	<p>Stakeholder planning sessions held multiple times throughout the 2010-11 school year</p> <p>Implementation Fall 2011</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p> <p>Associate Superintendent of Secondary Schools, Turnaround Office, Lead Turnaround Partner, principals</p>
<p>9. Provide ongoing mechanisms for family and community engagement.</p>	<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</p>	<p>School Progress Dashboard created</p>	<p>Turnaround Office and Lead Turnaround Partner</p>

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	<p>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>Fall 2010</p> <p>Parent/Community Report issued each Spring</p> <p>Parent/Community communication plan established and implemented Aug/Sept 2010</p>	<p>Principals, Turnaround Office, and Lead Turnaround Partner</p> <p>Turnaround Office, Lead Turnaround Partner, principals, and District Office of Public Information</p>
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Each school will be expected to create a site governance body that includes Professional Learning Community team leaders, site administrators, Human Capital partners, the Turnaround Office, the 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	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	Lead Turnaround Partner, Turnaround Office

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	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.	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 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. The director will report directly to the Superintendent of	July 2010	Board of Education, Teacher Effectiveness Initiative Office, and Human Capital Office

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	<p>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 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</p>	July 2010	Board of Education, Teacher and Leader Effectiveness Initiative Office

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	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. Restaurant, Lodging, and Health Performance Magnet Program 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 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 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	School Progress Dashboard created Fall 2010	Lead Turnaround Partner and Turnaround Office

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	<p>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 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</p>	<p>KEYS 2.0 set up completed Fall 2010</p> <p>Survey tool distributed for use and results compiled to begin analysis Spring of each year</p>	<p>Turnaround Office, principals, Superintendent</p> <p>Principals, Turnaround Office, and Lead Turnaround Partner</p>

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

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	<p>October. The national results will be used by America's Promise Alliance, the American Association of School Administrators and others in designing appropriate responses that support youth.</p> <p>Further, each school will be provided with insights into the perspectives of their students. School administrators and Professional Learning Community teams will use the results to benchmark changes in local attitudes and design tailored interventions to better meet the needs of their students.</p> <p><i>Restaurant, Lodging, and Health Management Magnet Program</i></p> <p>Hale High School is completing the second full year of implementing a magnet school grant program that has a distinct career academy approach. The first two years of implementing the reforms required in the magnet model has shown improvement in two critical areas, student achievement and graduation rate. The rationale behind the magnet model is that students will perform better when engaged in curriculum that is relevant to their interest. Further, they will be more inclined to stay in school when they can see that there are clear career opportunities at the end of their high school years.</p> <p>Curriculum has been written the past two years that integrates the magnet themes throughout the TPS core curriculum. Further work will be conducted to ensure it is aligned with</p>	<p>Alignment of curriculum Spring 2011</p> <p>August 2010 and beyond</p>	<p>ACT/America's Choice, Turnaround Office, Lead Turnaround Partner, Secondary Curriculum Department</p> <p>Teachers, Technology Specialist</p>

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	<p>ACT/America's Choice: Rigor and Readiness curriculum.</p> <p>Write assessments to align to curriculum.</p> <p>Hale High School's magnet theme of Restaurant, Lodging & Health Management has distinct career paths in Food Preparation and Presentation, Lodging and Restaurant Management and Health Performance and Dietetics. Finally, Hale is partnered with one or more institutions of higher learning in the Tulsa area.</p> <p>Hire Technology Specialist, Parent Facilitator, and Transformational Coach.</p> <p>Students complete Learning Styles inventory.</p> <p>Homework/Enrichment Policy written and approved by the Board.</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</p>	<p>July 2010</p> <p>Every September beginning in August 2010</p> <p>August 2010</p> <p>August 2010 – May 2011</p> <p>August 2010 and beyond</p> <p>August 2010 and beyond</p>	<p>Principal, Magnet Director</p> <p>Transformational Coach, teachers</p> <p>Principal</p> <p>Teachers, transformational leadership</p> <p>Teachers</p> <p>School Staff and Administrators; Parental Input</p>

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	<p>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>These options will be available in Year One Only. In Year Two and Three, the schools will be required to expand their calendar by six full days per year.</p>		

