

**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: Will Rogers High School Address: 3909 E 5 th Pl Tulsa, OK 74112	SIG Site Contact: Lyda Wilbur Name & Position: Principal Phone#: 918-833-9000 Email Address: wilbul@tulsaschools.org	
Grade levels enrolled (SY10): 9-12	Number of Students Enrolled (SY10): 1098	
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.	
	Year 1: SY 2010-11	\$1,171,237
	Year 2: SY 2011-12	\$1,331,263
	Year 3: SY 2012-13	\$1,306,263
Total Amount of Funding Requested for this School	\$3,808,763	

SCHOOL NEEDS ASSESSMENT

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

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

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
2009 EOI, percent scoring satisfactory or above: English II: 55% English III: 42% Algebra I: 75% Algebra II: 19%	Quality Time Analysis: Estimated usage of 82% of instructional minutes each day for classroom instruction; 43 minutes lost each day for lunch (25 min), class changes (18 min), housekeeping/distractions (30 min).	<i>Total Pop. - 1098</i> Caucasian – 23% African/Am – 27% Amer. Ind. – 12% Hispanic – 35% Asian/Pac. Isl. – 0.5% Male – 54% Female – 46%
4-year Graduation rate: 45.4%	Student Readiness Inventory (9 th grade self assessment): 1-100 scale Academic discipline - 38 Commitment to school - 41 Family attitude toward education - 36 Family involvement - 36 Managing feelings - 38 Optimism - 43 Orderly Conduct - 48 Rel. with School Personnel - 38 School Safety Climate - 23 Thinking before Acting – 44	Attendance: 77.6%

	Overall Academic Success Index - 38	
2009 Dropout rate: 4%		Low Income (F/RL) – 85%
2009 ACT avg score: 15 (100 graduates tested)		Special Education: 22%
AP course enrollment – 83 AP tests taken – 75 Test scores over 3 - 2		Cases of suspension: 385 Days lost to suspension: 4818
College Readiness Indicators as Determined by ACT-EPAS Reading 8% Math 0% ELA 12%		

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

Name	Title	Stakeholder Group
Andrea Bayless – Need Assessment and Leadership Team for development	Teacher	Teacher
Sean Brannon- Need Assessment and Leadership Team for development	Associate Principal	Administrator
Issa Daoud - Need Assessment and Leadership Team for development	Upper Classmen Counselor	Administrator
Donette Hall - Need Assessment and Leadership Team for development	Freshmen Dean	Administrator
Elizabeth Hughes - Need Assessment and Leadership Team for development	Freshmen Counselor	Administrator
Julie Longjohn - Need Assessment and Leadership Team for development	Associate Principal for Special Education	Administrator
Teresa Pena - Need Assessment and Leadership Team for development	Freshmen Academy Associate Principal	Administrator
Robbie Rardin - Need Assessment and Leadership Team for development	Teacher	Teacher
Florenda Roberts - Need Assessment and Leadership Team for development	Upper Classmen Dean	Administrator
Edwin Wiest - Need Assessment and Leadership Team for development	Teacher	Teacher
Lyda Wilbur - Need Assessment and Leadership Team for development	Lead Principal	Administrator
Christina Green – Need Assessment	Parent	Parent
Alex McFarland – Need Assessment	Student	Student

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

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

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data.</p>	<p>Students: Total Pop. - 1098 Caucasian – 23% African/Am – 27% Amer. Ind. – 12% Hispanic – 35% Asian/Pac. Isl. – 0.5% Male – 54% Female – 46% Low Income (F/RL) – 85% Special Education: 22%</p> <p>Staff: Total Certified Pop. – 85 Male – 32 Female – 53 Doctorate – 1 Masters – 37 Bachelor – 47 Student/Teacher Ratio – 13.4:1 Teacher Attendance: 95.4%</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The district has adopted a new curriculum but has not been introduced at the building level. Instructional teams are currently in research and development. Currently we have not introduced the Core Academic Curriculum into the schools classrooms. Training for teachers has been planned for August 2010.</p> <p>The school aligns our curriculum instruction with existing PASS standards, measures progress with annual EOI assessment in all core curriculum areas as well as regular benchmark tests in English, Math and Social Studies to assess student competence</p>

	<p>and achievement. Although core teachers have been assigned common plan time within their academic disciplines to review scores and plan lessons to address areas of weakness, they are not able to take advantage of this time because of substitute coverage requirements due to budget shortfalls, as well as lack of PLC training.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Although teachers have common plan time within like academic disciplines to review scores and plan lessons to address areas of weakness, due to budget constraints within the district, this time is regularly used for substitute coverage. In addition, teachers lack the expertise to know how to work with assessment data individually and as a team. Currently, Rogers is in the research and development phase of interdisciplinary common plan time in preparation for 2010-2011 school year.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>Currently no more than 50 percent of our teachers employ strategies such as: direct instruction, one on one instruction, differentiated instruction, cooperative learning, research and hands on teaching. We have trained many members of the staff, although due to budget constraints teachers who regularly use differentiated instruction skill sets are in the high risk of not being retained. Furthermore students meeting college readiness standards (ACT-EPAS) is at 15%. Curriculum resources and technology elements are not available for all students, negating the ability to assign meaningful and relevant homework.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>In order for us to implement successful small learning communities, we are in need of additional personnel and resources to foster a safe and rigorous learning environment. Current budget constraints as well as hiring policies and practices limit access to higher quality faculty and staff, which limits our ability to promote the small learning communities/community schools reform model. Although a change in culture is already taking place, it will require additional resources, time and accountability under the new leadership of the building. Additionally, Rogers does not have an effective communication model in place.</p>

<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>Additional funding is required for us to retain and hire for these positions.</p> <ul style="list-style-type: none"> • Small learning community Coordinator • University Pipeline Coordinator • Community Liaison • Industry Liaison <p>Attracting highly qualified personnel is limited by district policy. It is our goal to serve all students with support services; however, at this time we can only provide limited support. We provide intervention supports such as;</p> <ul style="list-style-type: none"> • Tutoring • PBIS • Research and development stage of extended learning as well as pipelines with the OU Community Engagement Center. <p>Currently we lack a centralized organizational structure such as CACR (Career Access College Readiness) to provide all of the developmental needs of our students, including:</p> <ul style="list-style-type: none"> • social, • emotional, • academic, • psychological. <p>We currently have Powerschool available to the parents, but lack training for parents and provide access to this resource.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>It is challenging to provide consistent, common professional development time for teachers and other school leaders to collaborate on a biweekly basis. There is not enough time and staff to support this effort. However, we are in the early stages of designing sustainable professional development that will have a direct connection to the analysis of student achievement data. Although we have volunteers that come to our school, a sustainable volunteer/community engagement model does not exist.</p> <p>The opportunity for peer observation and</p>

	<p>collaboration currently exists; yet, due to perceptions based on the current evaluation model there are teachers who are hesitant to make use of this strategy. In addition, there are not sufficient funds to enable teachers to observe other teachers during the school day, and leadership staff is currently not available to provide support to accomplish this task.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>It has been difficult to obtain complete local, state, and federal data sets in a timely manner in order to make informed and effective decisions for our students' academic performance. Our school has implemented positive behavior supports, interventions for high-needs students, collaborative leadership, and we are in the early stages of fostering greater community engagement and parental involvement. We also are in the planning stages of a community school reform model focused on addressing the social, psychological, academic, and emotional needs of all of our students</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>Grants and Title funding received are applied to academic needs as identified by the site improvement plan. However, additional funding is required for full implementation of the identified needs in the site improvement plan. For instance, due to budget constraints we are unable to sustain an adequate teacher-to-student ratio, and many times our non-instructional staff are frequently pulled away from assigned duties for non-assigned duties. Many times the master schedule has been changed with as little as one day notice to new hires or current teachers, which does not promote adequate planning and development time for high quality instruction.</p> <p>The small learning environment as well as the leadership at the freshmen academy, has been able to more adequately address the specialized needs of our population as compared to the students in the main building. However, there are not sufficient personnel available to address all of the learning needs for all students, more specifically those of the special education students, as well as the needs of the English language learners, and the gifted and</p>

	talented students.
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>In order to promote a broad distributive leadership team that includes all stakeholders, we find ourselves perplexed by the following challenges:</p> <ul style="list-style-type: none"> • a change in policy and additional funding is required since we are not able to hire and retain all required members of our leadership team as well as teacher leaders. • the implementation of our site improvement plan action steps is limited by frequent district level decisions which impede and/or override site-specific needs. • Although we currently have common plan time for academic disciplines; however, we lack interdisciplinary plan time as well as professional development on efficient utilization of this common plan time. • Access to incoming freshmen data and state testing data is limited by time constraints outside of our ability to procure.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

<p>Tulsa Public Schools decided to use the Transformational Model for all of the schools included in this grant. All of the schools have been involved in reform initiatives that conform to the requirements of this grant and 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 in the past two years show definite academic achievement gains that can be accelerated by the components of the Transformational model.</p> <p>Need: Will Rogers has taken all the needs from the WISE Assessment into consideration to conclude that they will implement the first University-Assisted Community School Program in the United States. This program will be based on the College and Career Readiness Netter Center Model developed by Ira Harkavy. Activities: Will Rogers will work in collaboration with the OU Community Engagement Center to implement the Netter Center model at their school site. Key issues for</p>
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development will include a three year implementation plan that will consist of a Freshman Academy Advisory curriculum and that will lead into college and career advisement each year in high school for all students, creating common plan times for teachers, and implementing 90 minutes of professional learning time for all teachers every week. The school will also focus on the development of small learning communities where students and teachers will be looped for student success and students will have the opportunity to develop a positive relationship with their teachers. The Small Learning Community academy focus will be on Community Health and Wellness and Law and Social Justice. These academies will focus on the Talent Development High School Model that is a comprehensive model for large high schools that face serious problems with student attendance, discipline, achievement scores, and dropout rates. The components of the Small Learning Community will include distributive leadership practices, teacher collaboration time, student advisory time, dedicated counseling staff, and significant parent and community outreach and support.

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 Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the English 2 End-of-Instruction exam will increase from 55% to 62%. Students meeting college readiness standards (ACT-EPAS) 20%. Additionally, the number of students taking any of the required test(s) will increase to 100%.
Goal for 2011-2012: The percentage of Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the English 2 End-of-Instruction exam will increase from 62% to 69%. Students meeting college readiness standards (ACT-EPAS) 25%. Additionally, 100% of our students will take the required tests.
Goal for 2012-2013: The percentage of Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the English 2 End-of-Instruction exam will increase from 69% to 76%. Students meeting college readiness standards (ACT-EPAS) 30%. Additionally, 100% of our students will take the required tests.
Rationale: Will Rogers High School is committed to mastery of a language arts curriculum that serves as the cornerstone of communication skills (thinking, speaking, listening, reading, and writing). It is also our goal to prepare our students with the necessary career and college access readiness skills, which empower them to become successful, productive citizens.

SMART Mathematics Goals
Goal for 2010-2011: The percentage of Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the Algebra 1 End-of-Instruction exam will increase from 75% to 80%

and Algebra II will increase from 19% - 30%. Students meeting college readiness standards (ACT-EPAS) 12%. Additionally, the number of students taking any of the required test(s) will increase to 100%.
Goal for 2011-2012: The percentage of Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the Algebra 1 End-of-Instruction exam will increase from 80% to 85% and Algebra II from 30%-45%. Students meeting college readiness standards (ACT-EPAS) 17%. Additionally, 100% of our students will take the required tests.
Goal for 2012-2013: The percentage of Will Rogers High School students scoring at a proficient or advanced level will increase in all assessment instruments utilized by the school, district and state. For example, on the Algebra 1 End-of-Instruction exam will increase from 85% to 90% and Algebra II from 45%-60%. Students meeting college readiness standards (ACT-EPAS) 22%. Additionally, 100% of our students will take the required tests.
Rationale: Will Rogers High School is committed to mastery of a mathematics curriculum that serves as the cornerstone of critical thinking mathematical skills (evaluation, data collection, observation, critical thinking and problem solving skills) which will serve as the foundation for future career and college access readiness competence, and empower them to become successful, productive citizens.

SMART Graduation Rate Goals
Goal for 2010-2011: The percentage of Will Rogers High School students graduating will increase by 7%, from 47% to 54%.
Goal for 2011-2012: The percentage of Will Rogers High School students graduating will increase by 7%, from 54% to 61%.
Goal for 2012-2013: The percentage of Will Rogers High School students graduating will increase by 7%, from 61% to 68%.
Rationale: Will Rogers High School is committed to promoting the graduation of all students with a high school diploma, which will serve as the foundation for future career and college access readiness competence, and empower them to become successful, productive citizens.

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: Rogers High School		Tier: 1	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>TPS has selected Lyda Wilbur to serve Rogers High School in their transformational process to bring about greater academic success and progress as well as increasing the college/career-readiness of its students. Ms. Wilbur was selected as principal due to her demonstration of outstanding leadership which included: being named 2008 Oklahoma Assistant Principal of the Year; nearing completion of her EdD in Educational Administration (University of Oklahoma); her previous excellent work as an assistant principal at Will Rogers High School; and her understanding of faculty needs; her complete understanding of the development of the University Assisted Community School model; her staff development work with the Netter Center (University of Pennsylvania) to develop a University Assisted Community School; her on-going understanding and partnership with the University of Oklahoma's Center for Community Engagement.</p> <p>The principal already selected demonstrates the following qualities: Turnaround principals will provide transformational leadership to planning, launching and managing the schools identified by the Oklahoma State Department of Education as under-performing and in need of improvement. This will include implementing the intervention model chosen by TPS and the school leadership to focus on high student achievement and progress, college/career-readiness, building a positive and safe school</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 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 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 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 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</p> <p>Pilot Spring 2010</p>	<p>Human Capital Office</p> <p>Human Capital Office</p>

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	<p>defined for each dimension. Teachers who meet the lowest performance level (1) criteria will be equivalent to “unsatisfactory.” Correlatively, teachers who meet the highest performance level (5) criteria will equate to the most effective teachers. A field test of the performance rubric is currently underway and a team of teachers, TCTA representatives, principals, administrators, and a nationally recognized expert will work to incorporate field test comments into the final design in the summer of 2010.</p> <p>Once the performance rubric has been approved by the TPS Board of Education, negotiated with TCTA, and rolled out to the district, teachers will have one on one meetings with their principals, as well as Professional Learning Community teams leaders, Turnaround Office, and 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 Turnaround Partner

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

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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>In addition to the Professional Development offerings throughout the year and the weekly PLC team discussions and planning sessions, the Turnaround Partner will design and host a 5-day summer academy each year for the leaders and teachers of the participating schools to immerse them in Transformation principles and help them implement the models to fidelity. This academy will bring in national 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</p>	<p>Ongoing Professional Development throughout the school year beginning in August 2010</p> <p>5-day Summer Academy each July/August</p>	<p>Turnaround Office, Turnaround Partner, and principals</p> <p>Turnaround Office and Turnaround Partner</p>

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	large group and as smaller PLC teams to process the information learned and work out an action plan for the upcoming school year.		
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	Principals, teachers, and staff at each school that meets or exceeds its annual milestones in all categories (reading/language arts, mathematics, graduation rates – for high schools only) will be rewarded with school-based incentives. The TPS Turnaround Office will work with the Turnaround Partner to determine a range of awards, spanning from meeting the minimum milestone to far exceeding the target. A pool of money will be created 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 2011	Turnaround Office, 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.	<p>Rigorous Curriculum</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> <p>1) Communications to staff, parents, the school community, and other stakeholders about the need</p>	<p>Curriculum implementation and practice training provided throughout each school year and each summer</p> <p>Curriculum alignment Spring</p>	<p>Associate Superintendent of Secondary Schools</p> <p>ACT/America’s Choice, Turnaround Office, and</p>

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	<p>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,</p> <ol style="list-style-type: none"> 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><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</p>	2011	<p>Turnaround Partner</p> <p>ACT/America's Choice, Turnaround Office, Turnaround Partner, Secondary Curriculum Department</p>

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	<p>interventions and guidance of psychosocial supports. In addition to the intervention strategies, the focus of this initiative is to improve teaching methodology, raise academic standards, increase data driven instructional practices and collaboration via Professional Learning Communities (PLC).</p> <p>Within the Rigor and Readiness Initiative are three tiers of Academic Interventions and Psychosocial Services. As to the Academic Interventions, Tier 1 focuses on the instructional program for on-target students that utilize data for making instructional decisions. Tier 2 is the supplementary academic support, in addition to the regular instructional program, for students who are struggling to stay on grade level. Tier 3 is intensive academic acceleration for students who fallen significantly below grade level.</p> <p>Tier 1 of the Psychosocial Services is a guidance/career advisory program for on-target students. Tier 2 is the supplemental personal development supports for students identified in Tier 1 who are struggling to develop key social and self management skills. Tier 3 is intensive support for students identified in Tier 2 who have evidence of multiple psychosocial risk factors.</p>		
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 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 year when state testing data, value-added,</p>	<p>Turnaround Office, Turnaround Partners, principals, and PLC team leaders</p> <p>District Office of Accountability, Turnaround Office, 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 Turnaround Partner to bring the data and ownership for the results in the Professional Learning Community teams. Teams will help the teachers analyze their own knowledge of the examinations and their student's performance on those exams. They will discuss each openly and develop action plans to address how they will respond to them. School counselors will be included in the Professional Learning Community teams as they are a crucial partner in ensuring that students are college/career ready.</p> <p><i>Formative Assessment and Responsive Practice</i></p> <p>Each school will work with the TPS Turnaround Office and its Turnaround Partner to leverage strategic change in school and classroom culture, teacher expectations, data use, and student engagement. 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>and student growth information is available and ongoing in weekly PLC discussion and planning sessions</p> <p>Fall of each year when EPAS testing data is available and ongoing in weekly PLC discussion and planning sessions</p> <p>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, Turnaround Partner, principals, and PLC team leaders</p> <p>Turnaround Office, Turnaround Partner, principals and PLC team leaders</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</p>	
<p>8. Establish schedules and implement strategies that provide increased learning time.</p>	<p>Rogers High School's key components of the their increased learning model will be as follows:</p> <ol style="list-style-type: none"> 1) Additional time for core academic subjects, 2) Additional time for teachers to employ interactive projects that help students apply their skills to real life situations, 3) Provide more time for teachers to collaborate during the school day planning lessons together and using data more effectively, 4) Provide integrated, engaging enrichment activities that help develop student cognitive and social skills, 5) Extensive use of "Best Practices" in teacher professional development activities, and 6) Extensive training of school site leaders in support and evaluation of teachers. 	<p>Stakeholder planning sessions held multiple times throughout the 2010-11 school year</p>	<p>Associate Superintendent of Secondary Schools, Turnaround Office, Turnaround Partner, principals</p>

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

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

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	community.		
<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <ol style="list-style-type: none"> 1. School Progress Tracking 2. School and Classroom Culture 3. Student Engagement 4. Rogers Reform Model 5. 	<p><i>School Progress Tracking</i></p> <p>The TPS Turnaround Office will collaborate with the Turnaround Partner, each school, and program specific partners, such as ACT/America’s Choice and the National Center on Time and Learning, to conduct monthly walk-throughs and modeling sessions to ensure continuity and integration of all the components of the transformation effort. Additionally, the Turnaround Partner will assist the district in developing specialized dashboards, aligned to district and initiative goals, that provide a quick but thorough analysis of each school’s performance based on multiple measures, including, but not limited to, College/Career Readiness (academic achievement, student progress, gap identification), School Climate and Safety, Financial Accountability, and Professional Development. Each school principal will be responsible for developing an annual report detailing the activities of the school for the previous year, the impact it made on student achievement and progress, current statuses for the multiple measures included in the dashboard, and a planned response for the upcoming year. The principal will</p>	<p>School Progress Dashboard created Fall 2010</p>	<p>Turnaround Partner and Turnaround Office</p>

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	<p>distribute this annual report to the school staff, district administrators, the Turnaround Office, the Turnaround Partner, as well as parents and the community.</p> <p><i>School and Classroom Culture</i></p> <p>Each participating school will participate in the KEYS 2.0 survey as provided by the National Education Association. KEYS (version 2.0) identifies conditions in schools that need improvement, making it part of a broader change process. The schools that have implemented KEYS 2.0 have made 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</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 Turnaround Partner</p>

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	<p>professional learning (11 Indicators), 5) Resources to support teaching & learning (5 Indicators), and 6) Curriculum and instruction (7 Indicators). The results of the survey from teachers, administrators, parents, and community members (specific to each school) will help the Professional Learning Community teams to assess the culture of the school accurately, objectively identify its strengths and weaknesses, determine root causes, take appropriate actions to implement improvements, and evaluate the effects of such interventions as part of a continuous transformation cycle. Additionally, parents and community members will be apprised of the results of their school surveys.</p> <p><i>Student Engagement</i></p> <p>In order to measure student engagement, each participating school will participate in the Gallup Student Poll. The Gallup Student Poll measures the hope, engagement and well-being 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>	Surveys distributed with results compiled and analyzed each Fall and Spring	Principals, Turnaround Office, and Turnaround Partner

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	<p>Gallup will conduct the poll twice annually, in March and October. The national results will be used by America's Promise Alliance, the American Association of School Administrators and others in designing appropriate responses that support youth.</p> <p>Further, each school will be provided with insights into the perspectives of their students. School administrators and Professional Learning Community teams will use the results to benchmark changes in local attitudes and design tailored interventions to better meet the needs of their students.</p> <p><i>Will Rogers Reform Model</i></p> <p>Will Rogers High School has been involved in developing a community based school in conjunction with the University of Oklahoma Tulsa's Community Engagement Center. This project has been an outgrowth of the highly successful Kendall-Whittier Community Elementary School that feeds into Rogers. The key unique components of the Community School Model being proposed for Will Rogers High School are as follows:</p> <ul style="list-style-type: none"> (1) Freshman Academy that has a strong focus on core curriculum and career exploration; (2) Two Small Learning Communities (SLC) for grades 10 through 12 that include a House of Community 	<p>Planning August-December 2010</p> <p>Adaptations and alignment to Transformation</p>	<p>Principal, Turnaround Office, Turnaround Partner, Partners, OU Health Science Center</p>

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	<p>Health and Wellness and a House of Law and Social Justice;</p> <p>(3) Comprehensive curriculum development around the SLC pipelines;</p> <p>(4) Work-based hybrid courses and crossover programs;</p> <p>(5) University credits at the high school level;</p> <p>(6) Partnerships with local universities that provide college student to assist teacher and mentor students;</p> <p>(7) Senior capstone internships provided by corporate partners;</p> <p>Schools provide 6 days of increased learning time. In Year One, each school will have the opportunity to determine how their schedule will add these 6 additional days. Three options will be provided to the schools for the administration and staff to decide which schedule will work best for them. These three options will include:</p> <p>Option 1: Extend the school year by 6 days at the end of the school year in subsequent days.</p> <p>Option 2: Provide increased learning time on 6 Saturdays during the school year.</p> <p>Option 3: Increase the school day by no less than 30 minutes</p>	<p>model Spring 2011</p> <p>Community Health Clinic and Daycare Center to open August 2012</p> <p>August 2010 and beyond</p>	<p>School Staff and Administrators; parents</p>

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	<p>per day for a total of 96 days of additional time, to be determined by the school on this calendar.</p> <p>In Year Two and Three of the Project, the schools will have no option but to extend their school calendar by 6 full days of learning.</p>		

