



**District Turnaround Plan
November 19th, 2010
Amended – July 29th, 2011**

Reform Initiatives

I. Data Retreats & Professional Learning Communities

- The School Improvement and Data Officer (SID) will collaborate with site principals and leadership teams, PLCs, and teachers in planning Data Retreats. Principals will lead the initial Data Retreat in September with all staff members and the SID will facilitate three additional Data Reviews and on-going follow-up activities with site leadership teams, PLCs, and teachers. The SID will provide necessary training for staff Data Retreats and any reviews of the PLC process.
- All Data Retreats will utilize district benchmark (MAP), OCCT assessments and teacher-created common formative assessments.
- Central Administration will attend Data Retreats and Data Reviews to ensure PLCs are following the process of identifying essential outcomes, establishing short-term goals, creating common formative pre- and post assessments, sharing instructional strategies, and providing intervention for students who do not demonstrate proficiency.
- Sites will receive written feedback and on-going support from SID regarding fidelity to the Data Retreat and PLC process. A district template for this feedback will be created.
- Turnaround Notebooks will be created at each site that contain the following: school benchmark data including all state, district, and teacher created assessments and results, rubrics for common formative assessments, state EOI results and tracking of ACE remediations, CRT/EOI blueprints, demographic data, attendance data, intervention plans, short and long-term goals, site school improvement plans, evidence to support how sites are building relationships with students and parents, peer observation schedule, and RSA plans if appropriate
- All PLCs will be required to keep Data Notebooks containing blueprints, PLC agendas & summaries, common formative assessments, rubrics, and results, and student intervention plans. The SID will review the notebooks quarterly and provide feedback and on-going support.

- The SID, Director of Curriculum and Secondary Curriculum Coordinator will make scheduled as well as unscheduled visits to site PLCs on a weekly basis to provide on-going support and professional development.
- Evidence of teachers charting student progress will be on display at each site.
- Evidence of students setting target goals and charting their own progress will be demonstrated at each site.
- SID will conduct quarterly reviews with site leadership teams which will determine professional development needs at the site. Written feedback, professional development and on-going support will be given by SID.
- Principals will share progress toward short-term and long term goals in core subject areas monthly at Turnaround Meetings, Principal PLCs, Elementary and Secondary break-out sessions and quarterly data retreats.
- The SID will report progress to meet district improvement requirements and deadlines to The District Department of Curriculum and Instruction and the Superintendent of Schools for corrective action.
- PLCs will be restructured so that two monthly PLCs will be teacher led and the remaining two will be facilitated by the Curriculum Specialist. Site principals will provide information to the teachers regarding expected products (agendas, PLC forms, formative assessments, minutes) to be generated during the teacher led PLCs. These products will be submitted to the site principal.

II. Effective Instruction

- Site principals will plan, train, and show evidence of how relationships between, students, teachers, and parents are being developed.
- Each site will have a one-to-one mentoring plan in which every employee is assigned as a mentor to an at-risk student. Employees will make contact with the student to build relationships through recognizing and celebrating achievements, supporting attendance, discussing goals and interests, and having appropriate casual discussions at least one time per week.
- All teachers will evaluate current assessments using provided Taxonomies of Cognitive Demand to convert or create assessments that require thinking at Level 3 or higher of Bloom's Taxonomy by the end of the 2011-2012 school year. Accountability will be determined by review of requested evidence by site or district administration.

- Every 1st – 3rd grade student attending Ponca City Public Schools will be provided 30 minutes of guided reading daily. Training will be provided by the district and all 1st-3rd grade teachers are expected to follow the guided reading process. Accountability will be monitored through observations by the site principal and central administration.
- All teachers will ensure students will practice independent reading at the appropriate ZPD. Accountability will be monitored by principals and central administration by reviewing student reading logs, listening to students read, or observations. (Appropriate accountability measures will be used at each level.)
- All students attending Ponca City Public Schools are expected to have many opportunities to write about their learning through non-fiction writing. This will occur in ALL classes. Non-fiction writing activities such as entrance and exit cards, T-charts, note-taking, graphic organizers, charts, and etc. will be expected in all classes. More rigorous essays, reports, and research papers will be expected in the English/Language Arts classes. Accountability will be determined through observation of student work samples. In addition, students are expected to write the following by the end of each school year:
 - Pre-Kindergarten** – Students are expected to verbalize several complete thoughts which are descriptive or informational to real-life situations.
 - Kindergarten** - Students are expected to verbalize several complete thoughts which may include informing, persuading, or analyzing real-life situations.
 - 1st Grade** - Students are expected to write several sentences that persuade or inform and have a complete subjects and predicates and correct punctuation.
 - 2nd Grade** – Students are expected to write a complete informational paragraph that includes a topic sentence, a conclusion, and at least three detail sentences.
 - 3rd Grade** – Students are expected to write 2-3 paragraph informational and persuasive essays.
 - 4th Grade** – Students are expected to write 4 paragraph informational, persuasive, and analytical essays.
 - 5th Grade** – Students are expected to write 5 paragraph expository, persuasive, and analytical essays.
 - 6th and 7th Grade** – Students are expected to write 500-700 word texts that are narrative, expository, persuasive, and reflective to hone writing skills as outlined in PASS.
 - 8th Grade and 9th Grade** - Students are expected to write 500-750 word texts that are narrative, descriptive, expository, persuasive, and reflective to hone writing skills as outlined in PASS.

10th Grade and 11th Grade - Students are expected to write 750-1000 word texts that are narrative, descriptive, expository, persuasive, and reflective to hone writing skills as outlined in PASS.

12th Grade - Students are expected to write at least 1,500 word texts that are narrative, descriptive, expository, persuasive, and reflective to hone writing skills as outlined in PASS.

- Site principals will conduct daily classroom walk-throughs to monitor teacher effectiveness. Each principal will keep a log of walk-throughs and SID will review logs bi-monthly and make recommendations to the principal in order to improve instruction.
- Site staff meetings will include training in best practices as defined by MCREL Labs and Marzano's research. The SID, Curriculum Director, and Secondary Curriculum Coordinator will assist as needed at these meetings to ensure that all teachers are trained and implement best practices.
- Site principals will ensure all teachers utilize ALCA to access student data for instructional decision making.
- Principals will keep all formative evaluations in an evaluation notebook to be available to Central Office Administration to determine fidelity to the use of the district approved protocol.
- All PCPS supervising principals and administrators will use the PCPS Formative Evaluation Record and the PCPS Summative Evaluation Record to provide feedback to career and non-career teachers. In addition, all teachers will be provided a copy of PCPS Teacher Scale for Reflective Practice. The TSRP will be used by the teacher to self-reflect and by supervising administrators to provide reflective feedback. Teachers and principals will collaboratively set SMART goals for professional growth and these will be recorded on the Formative Conference Record. Progress toward goals will be documented within the Summative Evaluation Record.
- Site principals will provide time for all staff members to participate in Instructional Rounds twice per semester.
- Central Administration will conduct quarterly walk-throughs at each site, with the principal, and will provide feedback to the principal regarding their effectiveness in observing and developing Academic Learning Time, Anatomy of a Lesson, and teacher effectiveness.
- Dr. Niemann, Assistant Superintendent of Schools, will approve all decisions regarding hiring of all personnel based on qualifications, Insight scores, references, and GPAs.

- All site certified personnel will complete a quarterly Teacher Survey to determine fidelity of district initiatives.
- The SID will have monthly reviews with each PLC regarding evidence of BAV notebooks and the use of Marzano's Six-step process for teaching academic vocabulary and will provide on-going support and professional development as determined by site needs.

III. Student Interventions

- Student interventions will be restructured to include all core subjects at the secondary level and math and reading at the elementary level. The SID will assist each site principal and provide on-going support and professional development as determined by site needs.
- RtI teachers will be called District Intervention Specialists and will fall under The Department of Curriculum and Instruction .
- Special education students taking OCCT/OMAAP assessments will be included in the same interventions provided to general education students.
- Title VII assistants will work with leaderships teams to develop additional interventions and or support for students that are American Indians that are not proficient in specific skills.
- Each site principal will create an intervention plan to be included in the Turnaround Notebook. This will include: extended opportunities to learn outside of the regular school day, Tier II and Tier III intervention schedules, personnel responsible for interventions, a list of students served, and a narrative of the data analysis determination of need.
- Tier I and Tier II interventions will be the responsibility of the classroom teacher. Site leadership teams will be responsible for providing the necessary resources and support personnel to support classroom teachers at the elementary level. Any Tier II pull-out interventions will be planned by the classroom teacher and monitored by the site leadership team. Pull out intervention will align with classroom instructional goals for each student.
- District Special Education Teachers will be included in relevant core subject/grade level PLCs and teach from the district Power Standards, curriculum maps, and PASS skills targeted for each course/grade level. The curriculum can be modified by the IEP team. Students will be progress monitored every 2 weeks. Elementary Special Education resource teachers will attend one PLC per week.

- Curriculum Specialists and Intervention Specialists will provide instruction for Tier III interventions as needed.
- At Lincoln and Garfield Elementary, Tier II Interventions will include 30 minutes of Fast ForWord daily for all students in Kindergarten through Second Grade.
- At Union Elementary, Tier II Interventions will include Destination Reading daily.

Extended Learning Opportunities

Before, during, and after school opportunities for learning will be specifically designed at each school site based on the state, district, and site assessments, subgroups in need of improvement, and the results of on-going data collection. Each site will implement, in collaboration with site leadership teams, teachers of core subject areas, and the District School Improvement and Data Officer, a site Extended Learning Plan that will include the following and will be placed in site Turnaround Notebooks:

- Narrative describing the need for interventions based on universal screening instrument and progress monitoring tool
- Type of extended learning opportunities (Examples: Breakfast Tutoring, Lunch & Learn, ACE Remediation, Bridge Program, Credit Recovery, E2020, Summer School, After-school tutoring, Failure Free Reading)
- List of students served, type of intervention (Before School, After School, During the Summer, or Extended Time), progress monitoring results, schedule including personnel and intervention times, selected intervention (curriculum, resources)

Action Plan for Reading/Language Arts

- All sites will utilize the PLC process
- All teachers will implement effectively Marzano's Six-Step Process for teaching Building Academic Vocabulary developed to match Oklahoma PASS objectives.
- All sites will utilize curriculum maps and use effective instructional strategies to teach Power Standards.
- American Indian and IEP Students as well as any student below proficiency will be targeted with Tier I, II, or III Reading Interventions based on results from OCCT, MAP, Early STAR Literacy, of Literacy First Assessments.
- Interventions will be tightly aligned with specific standard results from the assessments listed above.
- Certified teachers will provide Tier I, Tier II or Tier III interventions for American Indian and IEP students as well as all students below proficiency. Teacher Assistants may provide interventions upon approval by the site principal and Dept. of Curriculum and Instruction.

- Title VII assistants will provide additional reading tutoring or support daily outside of Tier I, II, & III for American Indians not meeting grade level standards.
- Available site teacher assistants will provide support for teachers during Tier I & Tier II intervention time.
- Students will be progress monitored every two weeks utilizing district and common formative assessments.

Action Plan for Math

- Teachers will implement a balance of conceptual and procedural strategies to teach district Power Standards.
- American Indian and IEP Students will be targeted with Tier I, II, or III as well as any student below proficiency Math Interventions based on results from OCCT, MAP, or STAR Math Assessments.
- Interventions will be tightly aligned with specific standard results from the assessments listed above.
- Certified teachers will provide Tier I, Tier II & III interventions for American Indian and IEP students as well as any student below proficiency. Teacher Assistants may provide interventions upon approval by the site principal and Dept. of Curriculum and Instruction.
- Title VII assistants will provide additional daily math tutoring or support outside of Tier I, II, & III for American Indians not meeting grade level standards.
- Available site teacher assistants will provide support for teachers during Tier I & Tier II intervention time.
- Students will be progress monitored every two weeks utilizing district and common formative assessments.

Action Plan for Parental Involvement

- Each site will utilize the results of the district online Parent Survey to plan parental involvement at each site.
- Each site will implement the Site Improvement Parental Involvement Plan Strategies. Plans must address Epstein's Six Types of Parental Involvement (Communicating, Volunteering, Decision Making, Collaborating with the Community, Parenting, & Learning at Home).
- Each K-8 site will utilize NNPS (National Network of Partnership Schools, Johns Hopkins University, Joyce Epstein, Director) Resources
- MAPPS (Math and Parent Partnership in the Southwest) for Parents Mini-courses & workshops to teach parents how to assist their children at home with math problem solving
- Parent/Teacher Conferences: In October and January to discuss progress. Student progress based on district benchmark (MAP) and common formative assessments will be shared during these conferences. In May, parents will be provided with summer activities that reinforce reading and math skills at home.

- Got Books Program: 12 self-selected books and activities for Kindergarten through Second Grade students to take home for summer reading
- The Parental Involvement Analysis Tool will be utilized to meet the requirements for parental involvement. Multiple resources, available through this tool, will be implemented according to site need.
- Title VII Assistant home visits and notification of Parental Involvement activities through phone calls, written communication, newsletters, websites, and etc.
- Title VII Banquet for Native American students recognizing achievement in academic and extra-curricular activities
- Informational Meetings with parents at the elementary level to share district curriculum and expectations for achievement
- ACT Prep Night for Parents
- College and Career Night at Ponca City High School
- Parent Coalitions at the Secondary Sites to inform and consult with parents regarding academics
- Poetry Nights for Parents at West Middle School: students read and write poetry to and with their parents
- Jim Fay's Becoming a Love & Logic Parent Training: offered to parents of Title I sites.
- Parent Recognition of Student Achievement at each site: through site assemblies, picnics, and honors banquets.
- Literacy Evenings at each site designed to assist parents in helping their children learn to read to, with, and independently at the elementary level. (Duolog Reading)
- TechKnow Nights for Parents at each site

Action Plan for Graduation Rate

Action/Strategies/Interventions:

- Ready By 21 Coordinator
- ACE Remediation
- MUST
- Bridge Program
- Link Crew
- Freshman Academy
- College Readiness Class
- Credit Recovery
- EOI Summer School
- Ombudsman
- Teen Pep
- Weekly Grade Checks by Counselors and Principals

- SHARE – Core Classes .5 day & Technical Course .5 day

***Professional Development Opportunities to Align with
Turnaround Plan***

- Accessing Data to Drive Instruction
- Formative and Summative Evaluation Training for Administrators using the Art and Science of Teaching
- Collaborative Practices for Reading and Math
- Strategic Instruction Model (Special Education Teachers)