

**SCHOOL NAME:** School of One  
**DISTRICT NAME:** Cleveland Municipal  
**Model:** Turnaround  
**Cohort:** 2  
**Locale:** Major Urban  
**Grades:** 6-11  
**Number of Students:** 342  
**Eligible for Free & Reduced Lunch:** .0%

**Highlights of Reform Model**

School of One is utilizing the Turnaround Model. The principal is Wayne Marok. School of One is a distance learning classroom for grades sixth through twelfth grade students. The school services those students who have not completed their requirements for graduation and offers credit recovery or accelerated courses. The students are able to work at their own pace. There are School of One's located in ten different high schools throughout the Cleveland Metropolitan School District. To fully participate in job-embedded professional development, principal and teachers have had an opportunity to meet on a regular basis and discuss other learning opportunities for their students. The teachers have the opportunity now to discuss improving student achievement in high school math and reading and in all the content areas. There is a building leadership team that reviews the curriculum and the data from their A+ curriculum reports. School of One students have participated in 471 hours of extended learning time, and teachers have participated in over 400 hours of professional development. School of One has engaged in several social agencies to provide services for students and families. With the new governance, students have an application process and must be accepted into the school instead of force enrollment.

**Transformation Specialist Completing Report**

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
7th Grade	Reading	--	30.0%
	Mathematics	--	NC
8th Grade	Reading	--	16.7%
	Mathematics	--	0.0%
10th Grade	Reading	NC	28.6%
	Mathematics	NC	21.7%
11th Grade	Reading	NC	NC
	Mathematics	NC	NC
12th Grade	Reading	NC	--
	Mathematics	NC	--

**Evidence-Based Best Practices Observed**

Principal Marok reports that he has been conducting classroom rounds on a regular basis and sharing his findings at monthly staff meetings. He also makes sure that feedback is provided to the teachers immediately. The identification of social and emotional needs of students along with the decrease number of referrals has been a turnaround for the School of One. It is evident that through the training involved with the administration and teachers that referrals and students attendance has lessened. Also due to the positive changes (i.e., students have to apply for acceptance, students able to work at their own pace, teachers hired based on knowledge and desire to work with at risk students) enrollment has doubled since last year and students are averaging approximately four credits per semester. 106 students have graduated.

**Systemic Changes Observed**

At the beginning of the SIG grant, School of One had a few challenges to conquer. School of One has now utilized this turnaround model and put in place the elements to make this alternative school a success. Principal Marok is quite pleased with the job embedded professional development that took place with his teachers. Along with the extended learning time that was offered and mandated through the grant. Both the job embedded professional development and the extended learning time gave teachers and students the opportunity to collaborate and learn more about the characteristics of the instructional programs and how these programs can

be used to strengthen the students academically, socially and emotionally.

**Current Barriers to Achievement**

Professional development must be repeated to ensure fidelity to instructional models and intervention protocols.