

## OKLAHOMA LEA APPLICATION INSTRUCTIONS

### SCHOOL IMPROVEMENT GRANTS 1003(g) AND AMERICAN RECOVERY AND REINVESTMENT ACT

#### **PURPOSE OF THE SCHOOL IMPROVEMENT GRANT (1003(G) PROGRAM**

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs).

On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. School Improvement Grants for FY2011 may be used in Priority Schools. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing in the State. **Any sections that formally applied to Tier I, Tier II, and Tier II schools now apply to Priority Schools.**

A **Priority School (as modified from ESEA Flexibility for Oklahoma)** is a school that, based on scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the State. The total number of Priority Schools in the State must be at least five percent of the Title I schools in the State.

A Priority School, as defined in Oklahoma's ESEA Flexibility waiver approved February 8, 2012 is:

- (1) A Title I school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
- (2) A school among the lowest five percent of all schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
- (3) A Title I-participating, Title I-eligible, and non-Title I high school with a graduation rate less than 60 percent over for three consecutive years a number of years; or
- (4) All Tier I schools receiving SIG funds to implement a school intervention model will be named as Priority Schools, a Priority School under the SIG program that a school is using SIG funds to implement a school intervention model.

## **FOUR INTERVENTION MODELS:**

Any Priority schools an LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. A more detailed description of each model can be found in Appendix A of this application.

Turnaround model – Replace the principal (although a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years may be retained) and rehire no more than 50% of the staff; grant greater autonomy to the principal.

Restart model - Convert a school or close and reopen a school under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal (although a principal recently hired where a turnaround, restart, or transformation was instituted in the last two years may be retained) and implement a rigorous staff evaluation and development system; (2) institute comprehensive instructional reforms; (3) increase learning time and apply community-oriented schools strategies; (4) reward staff who increase student achievement and graduation rates and remove staff who have not improved after ample opportunity; and (4) provide operational flexibility and sustained support.

**Note: An LEA with nine or more Priority schools, including both schools that are being served with FY2009 or FY2010 SIG 1003(g) funds and schools that are eligible to receive FY2011 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.**

## **ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT**

Turnaround Office(r) – LEAs must employ an FTE (percentage of FTE will be contingent upon LEA capacity) as an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of the reform efforts at the site level. This office will also be responsible for coordinating and communicating with the Oklahoma State Department of Education (OSDE) about the LEAs progress and efforts toward meeting the goals of the 1003(g) grant.

Job Description of Turnaround Officer –

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.

- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Liaise between the OSDE, School Support Teams, central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to OSDE.
- Attend all required professional development and meetings.

Collaboration Time – LEAs must provide at least 90 minutes of scheduled and protected collaboration time per week for each teacher in a Priority school.

Professional Development – LEAs must provide at least five (5) days of site-based training on initiatives to support the goals of the application for each teacher in a Priority school. Additionally, the LEA must provide a five (5) day teacher academy or institute to provide training in school improvement initiatives and information about the requirements of the 1003(g) grant. More information about job-embedded professional development can be found at <http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>.

New Teachers – LEAs must provide additional training beyond the required five (5) days of site-based training and the five (5) day teacher institute for new teachers that join after the start of implementation of the selected intervention model. New teachers should be provided training on initiatives to support school improvement efforts and the process and requirements of the 1003(g) grant.

Resources and meetings – LEAs must utilize the OSDE’s State System of Support technical assistance. School Support Teams will be provided for each school receiving 1003(g) funds, based on priority need. These teams will meet on site at least three (3) times per year to provide technical assistance and support to schools and to conduct an external evaluation of the school based on Oklahoma’s Nine Essential Elements. Priority schools will also be required to use Oklahoma’s online planning and coaching tool, Ways to Increase School Effectiveness (WISE). This online planning and coaching tool designed to help schools focus on Oklahoma’s Nine Essential Elements and provides a framework for progress monitoring for continuous school improvement.

Additionally, LEAs and staff from Priority Schools will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators.

## **REQUIRED APPLICATION COMPONENTS**

Instructions for completing the LEA application should be carefully read and followed. Incomplete applications may not be submitted to the review team.

This application includes an LEA section, a school section to be duplicated for each school served, and a budget section. Each LEA is to complete the LEA section, one school application for each Priority school to be served, and the budget section. See the application checklist below for required application forms and documentation.

<b>Required Component/Documentation</b>	<b># of Pages</b>
<b>LEA Section</b>	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
<b>School Section (to be duplicated for each school served)</b>	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Pre-Implementation	Up to 5 pages
School Action Plan for Selected Model	As Needed
<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be duplicated for each school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

## **APPLICATION SUBMISSION AND DUE DATE**

Grant applications must be received by the Oklahoma State Department of Education no later than Friday, April 20, 2012. . Grant applications may be submitted in person or via postal mail with original signatures to the contact listed on the application. Grant applications will be screened for completeness upon submission. Incomplete applications may not be forwarded for review. Factors that may delay application review include:

- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)

- No signature or signatures are not original

Complete applications will be forwarded for review. Additional information or clarification may be requested before approval is granted.

Successful grant applicants will be notified within four weeks. Applicants may be partially or fully funded, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring any expenditures. Expenditures incurred before approval are not reimbursable.

### **APPLICATION RESOURCES**

A list of links to helpful information regarding 1003(g) grants can be found in Appendix B of this application.

### **APPLICATION REVIEW**

The LEA application for 1003(g) will undergo a rigorous review process by a review panel including external reviewers at the SEA. LEA applications will be reviewed according to the rubric included in Appendix C of this application. In the event the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies, the SEA will prioritize schools that demonstrate: The greatest overall need as evidenced by student academic progress over a number of years.

### **APPLICATION CONTACT**

LEAs requiring assistance or with questions about the application should contact the OSDE Office of School Support/ School Improvement.

Mary Colvin, Executive Director, School Support/ School Improvement  
[Mary\\_Colvin@sde.ok.gov](mailto:Mary_Colvin@sde.ok.gov)  
405-522-3253

Gina Scroggins, Director, School Turnaround  
[Gina.Scroggins@sde.ok.gov](mailto:Gina.Scroggins@sde.ok.gov)  
405-521-4513

**APPLICATION INSTRUCTIONS  
SCHOOL IMPROVEMENT GRANTS 1003(g) AND  
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**LEA APPLICATION SECTION**

**LEA APPLICATION CHECKLIST**

LEAs applying for 1003(g) funds must complete the LEA section of the application and submit any required documentation (listed below as attachment). The LEA is required to only submit one (1) LEA section regardless of number of Priority schools to be served.

Required Component/Documentation	# of Pages
<b>LEA Section</b>	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages

**APPLICATION COVER SHEET**

LEAs must complete one (1) application cover sheet regardless of number of Priority schools to be served. Applicants should ensure that all information is complete and correct and original signatures are included on the submitted application.

**ASSURANCES FOR OKLAHOMA LEA APPLICATION**

LEAs applying for a 1003(g) grant must read carefully and sign the Assurances Agreement. Signature certifies that the LEA/school will comply with all applicable federal, state, and local laws pertaining to the application and with all requirements of the 1003(g) School Improvement Grant.

Assurances –

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
- B. Grantees will establish three year goals for student achievement on the State’s academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.

- C. Grantees will include in any contract with a charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
  - a. Number of minutes in the school year;
  - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
  - c. Dropout rate;
  - d. Graduation rate;
  - e. Student attendance rate;
  - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
  - g. Discipline incidents;
  - h. Truancy rate;
  - i. Distribution of teachers by experience and student achievement; and
  - j. Teacher attendance rate.
- E. Grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
  - a. Establish an FTE (percentage of FTE will be contingent upon LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
  - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - c. Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each school to be served; and
  - d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, the Oklahoma What Works in Schools Data Reviews, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

## **SCHOOLS TO BE SERVED**

An LEA funded by the 1003(g) grant must serve all its eligible Priority schools unless the LEA demonstrates a lack of capacity to serve all such schools. In this case, the LEA should serve those schools which have the greatest need and demonstrate the strongest commitment to turnaround the school.

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2009 and FY2010 SIG 1003(g) funds. In the second chart, the LEA must list all schools that are eligible to receive FY2011 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the school is eligible, but is not applying for FY2011 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served” and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority schools. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

More detailed information about selecting an intervention model is found in the Application Instructions for the School Section of this application.

## **LEA CAPACITY**

The LEA must demonstrate it has the capacity to use 1003(g) funds to provide adequate resources and related support to each Priority school identified in the LEA’s application in order to implement fully and effectively the selected intervention at each of those schools.

LEAs should consider school, district, and community capacity when selecting an intervention model as each intervention model requires unique responsibilities of those involved. The criteria the SEA will use to evaluate LEA capacity are included in the chart below. The LEA must address all criteria in the LEA Capacity section of this application providing specific and detailed information.

If after SEA review of the claim of Lack of Capacity, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

1. Notify the LEA of the SEA’s decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> <li>The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at <a href="http://www.publicimpact.com">www.publicimpact.com</a>.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The ability of the LEA to serve the identified Priority schools has been addressed.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf</a></li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each Priority school to be served.</li> </ul>	Transformation
<ul style="list-style-type: none"> <li>The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in</li> </ul>	Turnaround, Transformation, Restart

school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma’s Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
• The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority schools.	All Models
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
• The LEA completes the grant application within the timelines set forth in the application.	All Models
• Assurances are signed and submitted with the application.	All Models

**LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS**

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, if applicable. This written policy should include how the LEA will analyze the operational needs of the school and the goals and expectations for the provider, how the LEA will research and prioritize available providers, how LEAs will engage parents and other stakeholders in the review and selection process, how the external provider’s progress towards goals will be reviewed, and define consequences for the provider if the goals and expectations are not met. For this section, LEAs must attach the written procedure/policy to recruit, screen, and select external providers.

The LEA must also submit a detailed justification for the selection of each provider included in the application. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider’s success with similar populations.

**INTEGRATION OF SERVICES**

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. Resources LEAs may consider when completing the Integration of Services Chart include:

<b>Resource</b>	<b>Model(s)</b>	<b>Examples of Alignment with 1003(g)</b>
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Stipends for teachers attending professional development</li> <li>• Supplemental instructional materials for extended school hours</li> </ul>
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> <li>• Salary for instructional facilitator to provide ongoing professional development and coaching</li> </ul>
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Instructional technology to be integrated into core subjects</li> <li>• Increased capacity of current data system to promote use of data by all teachers</li> </ul>
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Professional development in strategies for English language learners</li> </ul>
Oklahoma State Triple A Award	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Monetary state award for: highest overall student achievement or highest annual improvement in reading and math.</li> </ul>

## **LEA MODIFICATION OF POLICIES AND PROCEDURES**

The LEA may need to modify its policies and practices to enable the schools to effectively implement the selected intervention models. LEAs must submit a narrative explaining its plans to modify policies or practices. Examples of modifications an LEA may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs).

## **LEA SUSTAINABILITY EFFORTS**

The LEA must submit a plan for sustaining the reforms after the funding period for 1003(g) ends. In this plan, LEAs must address how all stakeholders were involved in the planning phase of the intervention model and will share leadership throughout implementation; the written plans for transitions of staff, funding and the exit of external providers; the strategic planning process the LEA has in place and how it incorporates the Ways to Improve School Effectiveness (WISE) online planning and coaching tool into that process; the formative and summative data system the LEA has in place; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; and how the Title I, Part A school wide/WISE plan incorporates the goals and action steps of the 1003(g) application.

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**SCHOOL APPLICATION SECTION**

**SCHOOL SECTION CHECKLIST**

For **each** Priority school to be served, the LEA should provide the information included in the School Section Checklist.

<b>School Section (to be duplicated for each school served)</b>	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> School Needs Assessment	Up to 5 pages
<input type="checkbox"/> School Identification of Intervention Model	Up to 5 pages
<input type="checkbox"/> School SMART Goals	Up to 5 pages
<input type="checkbox"/> School Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> School Modifications of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> School Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> School Action Plan for Pre-Implementation	Up to 5 pages
<input type="checkbox"/> School Action Plan for Selected Model	As Needed

**APPLICATION COVER SHEET**

For each Priority school served, the LEA should provide an application cover sheet. LEAs should ensure all information provided is correct and complete.

**SCHOOL NEEDS ASSESSMENT**

The LEA must describe how it has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority schools.

For each Priority school, the LEA must conduct a comprehensive needs assessment, utilizing external evaluators as necessary, to identify the strengths, weaknesses, and areas of critical need. For each Priority school, the LEA must describe the needs assessment process and summarize the results of the data analysis. The LEA must identify the intervention model selected for each school and the relationship between the results of the needs assessment and this selected intervention model.

LEAs must include in the description of the needs assessment:

- A list of the multiple sources of data used which could include, but is not limited to student and staff profiles, student achievement data, graduation rate, curriculum analysis data, instructional practices inventories, focus walk data, school culture surveys, student, family and community surveys, professional development inventories and evaluations, leadership evaluations, and budget analysis;
- A list of who was involved in the needs assessment and the role each person involved played in the process;
- A description of the process used by those conducting the needs assessment to collect, analyze and report data.

LEA must provide in its summary of the data analysis:

- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment as related to Oklahoma's Nine Essential Elements.

### **SCHOOL IDENTIFICATION OF INTERVENTION MODEL**

Selecting the appropriate intervention model for each Priority school as evidenced by data will be critical to the success of the intervention. For this reason, the LEA should ensure the selected intervention model is closely aligned with the needs of each site. To assist LEAs in this selection, the National Center on Innovation and Improvement in its *Handbook on Effective Implementation of School Improvement Grants* has provided some guiding questions for each model:

#### **Turnaround Model**

- How will the LEA select a new leader for the school, and what experience, skills, and training will the new leaders possess?
- How will the LEA assign effective teachers and leaders to the lowest achieving schools?
- How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
- How will staff replacement take place?
- What supports will be provided to staff being assigned from other schools?
- What are the budgetary implications of this model?
- What is the LEA's capacity to execute and support this model?
- What changes in operational practice must accompany the infusion of human capital?

#### **Restart Model**

- What qualified charter management organizations (CMOs) or education management organizations (EMOs) are willing to partner with the LEA to start a new school?
- Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served – home grown charter school, CMO, or EMO?

- How will support be provided to staff that are reassigned to other schools as a result of the restart?
- What is the LEA's capacity to support the charter school?
- How will the SEA assist the restart?
- What performance expectations will be contractually specific for CMOs, EMOs, or charter organizations and what will the contractual consequences be if the expectations are not met?

#### Transformation Model

- How will the LEA select a new leader for the school and what experience, training, and skill will the new leader be expected to possess?
- How will the LEA enable the new leader to make staff replacements?
- What is the LEA's capacity to support the transformation?
- What changes in policies and procedures must accompany the transformation?
- What changes in operational practice must accompany the transformation; and, how will these changes be brought about and sustained?

#### School Closure Model

- What are the metrics to identify schools to be closed?
- What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the community?
- How will the students and their families be supported by the LEA through the re-enrollment process?
- Which higher achieving schools have the capacity to receive students from schools being considered for closure?
- How will the receiving schools be staffed with quality staff to accommodate the increase in students?
- What safety and security considerations might be anticipated for students of the school to be closed and the receiving school?
- What are the budgetary implications?
- How does school closure fit within the LEA's overall reform effort.

Based on the results of the needs assessment, the LEA must identify an intervention model for each school to be served and provide in the application a narrative describing the correlation between the results of the data analysis and the selected intervention.

**Note: An LEA with nine or more Priority schools, including both schools that are being served with FY2009 or FY2010 SIG 1003(g) funds and schools that are eligible to receive FY2011 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.**

## **SCHOOL SMART GOALS**

LEAs must establish three-year goals for each Priority school in the areas of reading, mathematics, and graduation rate, if applicable. These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

**S**trategic and **S**pecific  
**M**easurable  
**A**ttainable  
**R**esults Based  
**T**ime Bound

**Strategic** – Strategic goals reflect the areas of highest need, the area where the gap between the school’s vision and current reality is the greatest. To be strategic also means that a goal must align with other initiatives, such as those in the district.

**Specific** – Specific goals identify, with sufficient detail, the who and what the school needs to target. Specificity allows schools to focus resources and attention for the greatest benefit.

**Measurable** – A measurable goal is one that defines the starting point and the final value to be achieved. By using measurable goals, school can adjust resources or reforms based on continuous evaluation and feedback.

**Attainable** – Attainable goals are those that have a final value, a measure that is reachable within the given time frame. Attainable goals, however, are not goals that are aimed low, but rather are goals that stretch the previous achievement level.

**Results-Based** – Results-based goals are those that have built in benchmarks or progress monitoring checks to measure efforts. Assessments, evaluation tools and responsible parties are all assigned before efforts begin.

**Time Bound** – A time bound goal is one that has a specific time frame. This is critical as it builds internal accountability and motivates those involved to take action.

### **Examples of SMART Goals –**

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2012-2013 school year.

*NOTE: SMART goals may require revision upon final approval of the A-F Grading System.*

On the application, the LEA must identify three-year SMART goals for each Priority school in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include three-year SMART goals for graduation rate.

## **SCHOOL INTEGRATION OF SERVICES CHART**

The LEA must complete for each Priority school an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models.

Resources LEAs may consider when completing the Integration of Services Chart include:

<b>Resource</b>	<b>Model(s)</b>	<b>Examples of Alignment with 1003(g)</b>
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Stipends for teachers attending professional development</li> <li>• Supplemental instructional materials for extended school hours</li> </ul>
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> <li>• Salary for instructional facilitator to provide ongoing professional development and coaching</li> </ul>
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Instructional technology to be integrated into core subjects</li> <li>• Increased capacity of current data system to promote use of data by all teachers</li> </ul>
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Professional development in strategies for English Language Learners</li> </ul>
Oklahoma State Triple A Award	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Monetary state award for: highest overall student achievement or highest annual improvement in reading and math.</li> </ul>

## **SCHOOL MODIFICATION OF POLICIES AND PROCEDURES**

In addition to the policies and procedures that may need to be modified by the LEA, Priority school may also need to modify its policies and practices to enable the school to effectively implement the selected intervention models. LEAs must submit a narrative explaining the school's plans to modify policies or practices. Examples of modifications a school may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for Priority schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs).

## **SCHOOL SUSTAINABILITY EFFORTS**

In addition to the plans the LEA must submit information for sustaining the reforms after the funding period for 1003(g) ends. The school must address how it is involving all stakeholders in the implementation and the efforts at the school level that are being made to plan for transition including: written plans for transitions of staff, funding and the exit of external providers; a strategic planning process; incorporation of the Ways to Improve School Effectiveness (WISE) online planning and coaching tool into that process; a formative and summative data system; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; how the school is building capacity through collaborative leadership; and how the Title I, Part A school wide/school improvement plan incorporate the goals and action steps of the 1003(g) application

## **SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION**

LEAs may use FY2009 reallocated SIG 1003(g) funds (this competition) for pre-implementation. This period of time enables an LEA to prepare for full implementation of the chosen intervention model at the start of the 2012-2013 school year. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

LEAs will be required to submit an action plan for each Priority school served by FY2009 reallocated SIG 1003(g) funds. This action plan is in addition to the School Action Plan for the Intervention Model. LEAs will also be required to submit a separate budget justification worksheet for the pre-implementation period. More information on the budget justification worksheet is included in the budget section of this document.

According to Section J of the Guidance on Fiscal Year 2011 School Improvement Grants, allowable activities for pre-implementation include:

- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures will be reviewed and determined as allowable if they 1) directly relate to the full and effective implementation of the intervention model; 2) address the needs identified by the LEA in the comprehensive needs assessment; 3) advance the overall goal of the SIG program and support the school goals as indicated in the SIG application; 4) represent a meaningful change that will help improve student achievement; 5) are supported by scientifically based research; 6) are reasonable and necessary as defined in the general cost principals governing the SIG program; and 7) are supplemental and in no way supplant funds.

Activities that are not allowable during this period include paying unassigned teachers, buying out the remainder of a principal's contract, and conducting a needs assessment.

In this section of the application, the LEA should explain in detail the plans for pre-implementation including specific strategies, persons responsible, and a timeline for actions.

### **SCHOOL ACTION PLAN FOR INTERVENTION MODEL**

The LEA must submit for each school to be served a three-year action plan for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

Action plans can be expanded as needed and should be duplicated for each Priority school.

**APPLICATION INSTRUCTIONS  
SCHOOL IMPROVEMENT GRANTS 1003(g) AND  
AMERICAN RECOVERY AND REINVESTMENT ACT**

**BUDGET SECTION**

**BUDGET SECTION CHECKLIST**

An LEA must submit the requirements listed on the budget checklist for the LEA and for **each** Priority school to be served. The budget pages should be no more than 5 pages for the LEA and 5 pages for each school to be served plus attachments.

<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be duplicated for each school served)	Up to 5 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

**LEA BUDGET NARRATIVE**

The LEA budget narrative must describe, in detail, the needs of the LEA for district level activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2012-2013, 2013-2014, and 2014-2015). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- Establish an FTE (the percentage of FTE will be contingent upon LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.
- Provide oversight and monitoring of school implementation of intervention model(s).

**SCHOOL BUDGET NARRATIVE**

The LEA must provide a budget narrative for each Priority school to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each school to be served;

- Provide additional training on the chosen intervention model and process aligned to the chosen model for new teachers that join turnaround schools after the start of implementation;

In this narrative, the LEA must provide a detailed plan for pre-implementation. The plan must include specific strategies that will occur, an explanation of how the strategies will ensure full implementation of the model in the 2012-2013 school year, an identification of persons responsible for the actions, and a detailed timeline.

### **LEA SUMMARY BUDGET AND JUSTIFICATION**

The LEA must also submit a comprehensive Summary Budget page totaling the district Summary Budget Page and the school Summary Budget Pages for all Priority schools. The Summary Budget Pages must be signed by the LEA Superintendent and the designated financial officer.

Budgets will be reviewed by the Title I and the School Support/ School Improvement team for accuracy.

### **SCHOOL SUMMARY BUDGET AND JUSTIFICATION**

The LEA must submit for each school to be served, a Summary Budget and Justification Page for each year of the grant.

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2012 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on Fiscal Year 2011 School Improvement Grants.

Budgets submitted for Priority schools should not be less than the minimum of \$50,000 and should not exceed the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified school.

### **PRE-IMPLEMENTATION BUDGET**

The LEA must also provide a budget narrative for each of the Priority schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on Fiscal Year 2011 School Improvement Grants.

**OKLAHOMA LEA APPLICATION  
SCHOOL IMPROVEMENT GRANT 1003(G) AND  
AMERICAN RECOVERY AND REINVESTMENT ACT**

**LEA SECTION**

Legal Name of Applicant:  Butner Public Schools	Applicant's Mailing Address:  Post Office Box 157 Cromwell, Oklahoma 74837
Local Educational Agency Contact for the School Improvement Grant  Name: Bobbette Hamilton  Position and Office: Superintendent  Contact's Mailing Address: Post Office Box 157, Cromwell, Oklahoma 74837  Telephone: 405-944-5530  Fax: 405-944-5746  Email address: bhamilton@butner.k12.ok.us	
Superintendent (Printed Name): Bobbette Hamilton	Telephone: 405-944-5530 (school) 405-808-9164 (cell)
Signature of the Superintendent  X_____	Date:  April 18, 2012
The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.	

## **ASSURANCES FOR OKLAHOMA LEA APPLICATION**

Read carefully the assurances below and provide an original signature certifying that the LEA will comply with all applicable federal, state, and local laws and fulfill all requirements specific to the 1003(g) grant.

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
- B. Grantees will establish three-year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
  - a. Number of minutes in the school year;
  - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
  - c. Dropout rate;
  - d. Graduation rate;
  - e. Student attendance rate;
  - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
  - g. Discipline incidents;
  - h. Truancy rate;
  - i. Distribution of teachers by experience and student achievement; and
  - j. Teacher attendance rate.
- E. Grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
  - a. Establish an FTE (percentage of FTE will be contingent on LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
  - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - c. Provide at least five (5) days of site-based training as well as a five (5) day teacher academy or institute for each teacher in each Priority school to be served; and

- d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, data reviews, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

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Signature of Superintendent

Date

In the chart below, indicate the schools the LEA will serve by completing the table below. For Priority schools, identify the Intervention Model Selected for each school.

**Note: An LEA with nine or more Priority schools, including schools that are being served with FY2009 or FY2010 SIG funds and schools that are eligible to receive FY2011 SIG funds, may not implement the transformation model in more than 50 percent of those schools.**

**Schools Served with FY2009 SIG funds:**

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Not Applicable					

**Schools Served with FY2010 SIG Funds:**

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Butner Elementary School					X

**Schools Eligible for FY2011 SIG Funds: *add more rows as needed.***

School Name	NCES ID #	INTERVENTION MODEL				
		Turnaround	Restart	School Closure	Transformation	Will Not be Served
Butner Elementary School	400600000227				x	

Complete the table below if the LEA has elected **not** to serve one or more of the eligible Priority schools. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Priority schools listed below.

SCHOOL NAME	NCES ID #	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL
Not Applicable		

## LEA CAPACITY

In the chart below, address the LEA’s capacity in regards to the required indicators. Be specific and detailed in the narrative, providing evidence the LEA has the capacity to fully and effectively implement the selected intervention model.

Indicators	LEA Narrative
<ul style="list-style-type: none"> <li>The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined.</li> </ul>	<p>Butner Elementary will be implementing the Transformation Model with detailed activities and timeline. We have determined the people we need to provide leadership for all required elements and intervention. Most of our needs revolve around people, so other than a few hardware needs that would be purchased immediately this summer, salaries would take up the rest of the grant funds.</p>
<ul style="list-style-type: none"> <li>The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design.</li> </ul>	<p>Our district included stakeholders from the following: teachers, parents, administrators, students, support staff, Seminole Nation, Muscogee Creek Nation, local churches, city council members, our School Support Team Leader and Gordon Cooper Technology Center. The LEA sent out surveys which helped us to make decisions with regard to the model’s design. The most helpful tools were the reports and advice from our School Support Team.</p>
<ul style="list-style-type: none"> <li>Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at <a href="http://www.publicimpact.com">www.publicimpact.com</a>.</li> </ul>	<p>100% of Butner’s teachers are Highly Qualified. We currently have 9 Master’s Level Degreed Teachers. Our teachers range in experience from one year to twenty-eight years. The person selected as the turnaround officer has the credentials, capacity, attitude and caring nature to be very effective in</p>

	<p>this position. She is committed to the effort, she is not afraid to do dramatic changes to achieve a positive, successful climate for our students. She is ready and willing to try new tactics and disregard those strategies that did not work in the past. She seeks out training opportunities and engages with other successful leaders in our area. She has the confidence to lead; break old norms and make sure things are done right. I know she will be our hero!</p>
<ul style="list-style-type: none"> <li>• The ability of the LEA to serve the identified Priority schools has been addressed.</li> </ul>	<p>Butner is a rural district with two sites. All previous resources were primarily used this past year and substantial academic growth was experienced as evidenced by the School Support Team and our approved Capacity Review Document. A copy is included.</p>
<ul style="list-style-type: none"> <li>• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf</a></li> </ul>	<p>We have just placed a new principal, Ms. Melissa Walden. She has 13 years of experience as an educator. She demonstrates exceptional math skills due to the fact that this was her teaching area. She is a graduate of our school, so she clearly understands the culture here at Butner. She has been instrumental in the turnaround we have seen at our school so far, as evidenced by the report from the school support team. This is her first year as an administrator at Butner. She has experienced success at each school in which she has taught. Her bio is included.</p>

<ul style="list-style-type: none"> <li>• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	<p>The LEA has received extensive input and training afforded to us by the State Department of Education. We have had a very good School Support Team led by Ms. Roberta Ellis. We have been trained with the WISE planning tool and have met many times with our School Improvement Team and our local Board of Education about our options. We feel at this time, after analyzing data resources to identify our needs, that the Transformation Model is the most appropriate model for Butner Elementary School based on our recent progress and limited options.</p>
<ul style="list-style-type: none"> <li>• The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan.</li> </ul>	<p>Budgets have been developed using proposals and bids from outside vendors to support each element of the three year plan with the exception of salaries for 2012-2015. You will see that the budget provides funding for the turnaround officer, professional development stipends, training fees, collaboration time, 5 day teacher academy and 5 day new teacher training, technical assistance and coaching/modeling of scientifically research based intervention, costs for extended day and extended year, signing incentives, merit pay, technology hardware, infrastructure, training and support. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs. Budget pages are at the end of this application.</p>

<ul style="list-style-type: none"> <li>The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.</li> </ul>	<p>The Turnaround Officer will be located on site so that monitoring can occur daily. Additionally, the State Department School Support Team will conduct visits at this site. The achievement data will be regularly monitored in our confidential data room, established especially for this plan in order to provide additional support for teachers as needed and to identify teachers who may need to be placed on a plan for improvement and/or dismissed. Our new TLE system will also assist with this.</p>
<ul style="list-style-type: none"> <li>The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority school to be served.</li> </ul>	<p>The LEA will, with these grant funds, be able to finally provide an after school program for our students as well as a summer school program. We will be able to serve a snack after school and we can serve breakfast and lunch to our students attending summer school.</p>
<ul style="list-style-type: none"> <li>The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.</li> </ul>	<p>Ms. Rae Lyn Hightower has been identified as the LEA Turnaround Officer. She is an exceptional educator with unmatched management and organization skills. She serves as a significant leader at this site. Ms. Hightower has participated in all elements of the school improvement training with the administration this year. Her Master's Degree and certification include: elementary education, early childhood education and school counselor. Her Bio and Job Description are included in the Appendix. Ms. Hightower has proven to be very knowledgeable about</p>

	all aspects of school improvement.
<ul style="list-style-type: none"> <li>The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress.</li> </ul>	<p>The LEA will provide a minimum of 90 minutes weekly for teacher collaboration. We are currently planning to implement a staggered schedule that will provide built in collaborative time for all grade levels and extended learning time for all students. The LEA will provide additional training to facilitate the collaboration process for maximum effectiveness through leadership training, the teaming process, test data, using a data room, technology training and the use of the WISE Tool.</p>
<ul style="list-style-type: none"> <li>The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</li> </ul>	<p>The Turnaround Officer, Ms. RaeLyn Hightower, will communicate regularly with the team listed below. She is very knowledgeable in school improvement and relates well to all stakeholders. She fully understands the Nine Essential Elements of our state and their scope for our school. She has a good understanding of the culture here at Butner Elementary and she has already been instrumental in the progress we have made to date. The Turnaround Team for Butner Elementary will include the Turnaround Officer, the new principal, the LEA Superintendent, School Support Team Leader Roberta Ellis, our special</p>

	education director and our alternative education director. Bios are included.
<ul style="list-style-type: none"> <li>The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.</li> </ul>	The LEA has participated in numerous federal and state grants with no audit findings surrounding those grant funds.
<ul style="list-style-type: none"> <li>The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority schools.</li> </ul>	Butner Schools conducted a needs assessment using the WISE Planning Tool, a professional development survey, a parent survey, and Marzano's <i>What Works in Schools</i> –teacher, student and parent survey results in order to design, support, progress monitor, and implement the strategies and models indicated to determine capacity. The State Department of Education has also just scored our capacity review document on our school and we were placed as a Tier III school. The past two years have prepared us to implement the transformation model and interventions that go with it. Needs assessment summary results, external evaluations and professional development survey results are available.
<ul style="list-style-type: none"> <li>The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</li> </ul>	The transformation model will be sustained with our Title funds and with funds from the Muscogee Creek Nation and an alumni/community foundation. We will ensure that newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement.
<ul style="list-style-type: none"> <li>The LEA completes the grant application within the timelines set forth in the application.</li> </ul>	The grant application will be submitted on or before April 20, 2012.

<i>Only For LEAs implementing School Closure</i>	
<ul style="list-style-type: none"> <li>The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.</li> </ul>	Not applicable to this site.

NOTE: If after SEA review of the claim of Lack of Capacity and the required Capacity Chart above, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

1. Notify the LEA of the SEA’s decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

**LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS**

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers. Attach to this application, a written copy this procedure/policy. **Check the appropriate box below.**

- The LEA does not have a written procedure/policy to recruit, screen, and select external providers.
- ★ The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.  
*A copy is not attached to this application because our attorney with the Center for Education Law, who does the policies for Butner Public Schools, is currently preparing one for us.*

Provide in the space below a detailed justification for the selection of providers that includes the following information:

- Documentation of research proven history of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Priority schools and their selected intervention models.

- Data-based evidence of success working with similar populations.

We have selected the professional development and technical assistance services of Dr. Gracy Taylor, Lead Partner of OK Educational Services, LLC. Dr. Taylor will provide us with on-site training in research-based effective teaching and classroom management strategies, curriculum alignment, formative assessments, and personnel evaluation. Dr. Taylor is uniquely qualified to provide services for this school improvement project because of her documented expertise and experiences. She has served as an external provider on five previous successful school improvement projects: Brushy Elementary School; Cave Springs School District; Bell Elementary School; Douglass Mid/High School, OKC; and F. D. Moon Elementary School, OKC. While she served as an external provider for these five schools, all of them showed improvement in test scores, and three of them were recognized at the state level for their significant improvement. She is a recognized expert and certified trainer in research-based effective teaching and classroom management practices, in the Effective Schools reform model, and in effective personnel evaluation. Dr. Taylor has created and implemented district new teacher orientation programs in Mississippi and Oklahoma. She has created a nationally-recognized and award-winning trainer of trainers' program, which has been implemented in numerous districts and sponsored by state and national organizations. Dr. Taylor has personally worked with Professor Ron Edmonds, and Dr. Larry Lezotte, two of the leading researchers in the area of Effective Schools research, and developed a national award winning professional development program on effective schools research. She has served as the contract trainer for personnel evaluation for the Oklahoma State Department of Education and has recently completed the certification training for the Tula TLE teacher evaluation model. She is also completing the certification training for the MCREL principal evaluation system in May, 2012. All of these topics are issues of school improvement identified in our plan. Dr. Taylor will customize the professional development activities to address the specific student learning weaknesses identified in the test data from the state testing program. Her services will include training, classroom modeling, classroom observation and coaching, professional resource development, and implementation assessment of effective practices. She will also work with staff to develop the new teacher orientation program and the training of trainers program. Faculty and student data will be analyzed at multiple points during the three years to drive decisions needed toward improvement of coaching, leadership, professional development, and continued data-driven decision making each year. The success, expertise, and experience of this provider is well documented. She certainly has the capacity to work with a district our size and in our culture. She resides in this area of the state and served as a superintendent of a small rural school similar to Butner for three years. Dr. Taylor's resume documenting her success, expertise and experience is attached to this grant application.

### **INTEGRATION OF SERVICES**

Complete the following Integration of Services chart showing how the LEA will align any other federal, state, and local resources to the selected intervention models. You may add boxes as necessary. Examples can be found in the Application Instructions: LEA Section.

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	<ul style="list-style-type: none"> <li>• Salary for full day Pre-K teacher</li> <li>• Salary for elementary paraprofessional</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Title II, Part D	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Title III, Part A	<ul style="list-style-type: none"> <li>• Professional development in strategies</li> </ul>

	for English Language Learners
Other Federal Resources <ul style="list-style-type: none"> <li>• Title VI (REAP)</li> <li>• School Improvement 515</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries for math tutoring, software to support reading and math, benchmark materials for reading and math.</li> <li>• Tutoring for reading and math</li> <li>• Software for reading and math</li> <li>• Hardware for reading and math</li> </ul>
State Resource <ul style="list-style-type: none"> <li>• Reading Sufficiency Funds</li> <li>• Alternative Education</li> </ul>	<ul style="list-style-type: none"> <li>• Remediation</li> <li>• Salary of alternative education teacher</li> <li>• Summer reading academy</li> </ul>
Local Resources	<ul style="list-style-type: none"> <li>• Full Day Kindergarten (General Fund)</li> <li>• Balance of expenditures for Alternative Education Program</li> </ul>

**LEA MODIFICATION OF POLICIES AND PROCEDURES**

In the space below, provide a narrative describing the steps the LEA has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

The district has established a Superintendent’s Advisory Council. It consists of:

- Superintendent – Bobbette Hamilton
- Principal – Melissa Walden
- Turnaround Officer – Rae Lyn Hightower
- City Council Member – Bernie Allensworth
- Parent – Jen Mack
- Teacher – Ms. Dickerson
- Support Staff Member – Pam Hudson

The Advisory Council meets once each month prior to our regularly scheduled Board of Education meetings. We discuss implementation and any barriers that may be impeding the efforts to implement our school improvement plan. Recommendations for policy changes to reduce barriers will be presented to the Butner Board of Education by the Superintendent as

requested by this council.

Butner Elementary is separated only by a breezeway from the middle school and high school. The Superintendent is in the classroom building as well as the principal. The Turnaround Officer would be housed in the elementary building. The team who reviews all prospective applicants for our school consists of the principal, superintendent, a team of educators and the turnaround officer. This team works together to identify teachers with the potential for success in a small rural school district. We all share the same goal of hiring highly qualified, positive, energetic educators who care about children.

The district will:

- Implement scheduling changes and flexibility to enhance and extend the school day
- Provide teachers extra time to monitor individual student progress, to perform data analysis, and to participate in collaboration and professional development activities.
- Ensure that all budgets will be aligned with school improvement efforts. This district has contracted with OSSBA and Center For Education Law to ensure that our policies are current and that we have an ongoing policy review system in place. We are also a member of OROS, who also works with rural districts on maintaining current policies.

The district has recently adopted policy for a new evaluation instrument for both teachers and administrators which should help support the school improvement interventions. We will be working on policy for summer school and extended day. We will also have to adopt policy for performance based incentive bonuses as well as other policies required to implement this grant if we are successful.

The school level activities will include work products, professional development, instructional team meetings, and signed agreements to indicate support for this transformation model.

We do not have a union to consult, but we would consult with stakeholders on modifications needed to policies and procedures to insure the success of this grant in all areas. The process at our school is simply for the superintendent to place a modification or new policy or procedure on the board agenda and the Butner Board of Education would then approve such based on the recommendation of the superintendent.

We would address policy and/or procedures to recruit, screen, and select external providers, give more flexibility to our principal, extend our school day and any other area as it relates to this grant and the success of our students.

## **LEA SUSTAINABILITY EFFORTS**

In the space below provide the LEA plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;

- There are written plans in place for transitions;
- The LEA has in place a strategic planning process utilizing Oklahoma’s WISE planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The school wide/WISE plan includes goals and action steps that will sustain reform efforts.

**Involving Stakeholders**

Butner Elementary is a Pre-K through 8<sup>th</sup> grade site. All faculty, staff, and administrators work in the same building as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided many opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the intervention model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district has established a School Improvement Team, Professional Learning Communities, and a Superintendent’s Advisory Council (comprised of the superintendent, principal, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation of policy and procedure changes that will reduce barriers and enhance the effectiveness of the intervention model.

**Transition Plans**

Butner Public Schools will require all new teachers to participate in professional development on the following topics to sustain reforms:

- Data analysis
- Curriculum
- Differentiated Learning/RTI
- Understanding poverty and the culture of our community
- Butner Public Schools Policies
- Mentorship for all new teachers

The district will also establish and maintain a set aside in the budget for recruitment purposes. These funds will be used to provide “signing bonuses” to assist our district in attracting the best candidates for teaching and leadership positions. The district will continue to work to expand our partnership with East Central University and the Muscogee Creek Nation. ECU places student teachers in our school and the Creek Nation provides grants to enhance learning programs and facilities at our school. We will all continue to positively promote our school in the community through word of mouth, newspaper articles, and local news flyers to maximize the opportunities for our school and our students.

**Strategic Planning Process**

Butner Elementary will utilize the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for the school improvement efforts. The superintendent, principal, turnaround officer,

and a teacher leader have been trained to use the WISE planning and coaching tool via webinars provided to us by the Oklahoma State Department of Education. Butner Public Schools will train all team leaders to use the WISE planning and coaching tool.

**Formative and Summative Data Collection**

Butner Public Schools has implemented the following procedures for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

- Benchmark Assessment Tools
- TLE evaluations
- Requiring all classrooms to pre and post-test
- Review of summative data to identify achievement gaps, curriculum gaps, and to identify professional development needs.

**Other Funding Sources**

The district receives Title I, Title II, and Title IV funding. The district has recently partnered with the Seminole Nation and the Muscogee Creek Nation. These federal funds, along with any funds received from the tribes, will allow our district to continue many aspects of the intervention model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that positively impacts student achievement. The district is currently working to secure funding from corporate sources and to establish a local alumni foundation.

**Title 1 Part A School wide/School Improvement Plan**

Butner Public School’s School wide Improvement Plan was approved by the State Department of Education. It includes goals to improve reading, math, attendance, job-embedded professional development, parental involvement, community involvement, and school climate. These goals work well with the goals of the transformation plan.

The goals and action plans are congruent with the purpose and goals of the School Improvement Grant Transformation Plan which includes a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.

**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** Priority school to be served.

<b>School Name: Butner Elementary School</b> <b>Address: Post Office Box 157</b> <b>Cromwell, Oklahoma 74837</b>	<b>SIG Site Contact: Bobbette Hamilton</b> <b>Name &amp; Position: Superintendent</b> <b>Phone#: 405-944-5530</b>
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	<b>Email Address:</b> <b>bhamilton@butner.k12.ok.us</b>
<b>Grade levels enrolled (SY11-12):</b> <b>PreK - 8</b>	<b>Number of Students Enrolled (SY11-12):</b> <b>155</b>
<b>Title I Status:</b> <input checked="" type="checkbox"/> <b>School wide Program</b> <input type="checkbox"/> <b>Targeted Assistance Program</b> <input type="checkbox"/> <b>Title I Eligible School</b>	
<b>Intervention Model Selected:</b> <input type="checkbox"/> <b>Turnaround Model</b> <input type="checkbox"/> <b>Closure</b> <input type="checkbox"/> <b>Restart</b> <input checked="" type="checkbox"/> <b>Transformation</b>	
<b>Amount the LEA is requesting from FY2009 reallocated SIG 1003(g) funds School Improvement Funds for the next three years.</b>	
<b>Year 1: SY 2012-13</b>	<b>\$12,699.86</b> <b>\$340,393.14</b>
<b>Year 2: SY 2013-14</b>	<b>\$304,411.75</b>
<b>Year 3: SY 2014-15</b>	<b>\$305,664.25</b>
<b>Total Amount of Funding Requested for this School</b>	<b>\$963.169.00</b>

### **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 Priority schools.

Data was studied by the School Support Team in order to determine whether or not the current improvement efforts were having the desired impact. All data which included, but was not limited to: discipline, student and teacher attendance, student achievement, needs assessments, School Support Team reports, and surveys, indicated substantial improvement within the past year. Consultation with our School Support Team members supports this finding. All stakeholder groups were consulted and agreed on the Transformational Model. Surveys, sign-in sheets, newsletters, flyers and board minutes are available to document the following activities:

- School Support Team facilitated and analyzed the Nine Essential Elements on
- Members of the School Improvement Team met with teachers on
- Teachers received a professional development survey
- Board members were notified and advised of the Superintendent's recommendation to participate in the School Improvement Grant process on
- Parents were surveyed regarding increased instructional time strategies during BEAT night.

- Students were surveyed on
- Members of the School Support Team met with teachers on
- Members of the School Support Team met with parents, support staff and community members on
- Members of the School Support Team met with our leadership team on

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

*This data is reflected in the charts included in our recent capacity document. It is so detailed that we have included that document for your review.*

<b>Student Achievement Data</b> (OCCT, Benchmarks, District Assessments, Report Cards)	<b>Perception Data</b> (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	<b>Demographic Data</b> (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data	Professional Development	Attendance
Oklahoma School Report Card	Self-Assessment	Ethnicity Enrollment
9 Essential Elements	Parent Surveys	Low Income
Benchmark Data	Safe and Healthy Schools Meetings	Special Education Profile
Student Assessment/Grades	BEAT meetings	Discipline
		Drop out
		Truancy

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

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
All faculty and staff at Butner Public Schools	Teachers, Admin, Staff	Butner Elementary
Linda Goodnight, Artie Legg, Rose Gardner, Sean Brewer, Gerald Factor	Butner School Board Members	Butner Board of Education
Famous Marshall	Board Member	Muscogee Creek Nation
Marty Lewis	Superintendent	Gordon Cooper Technology Center

Bernie Allensworth	City Council member	City Council
Manuel Smith	Pastor	First Baptist Church
Jen Mack	Parent	Parents

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

The members of the School Support Team reviewed longitudinal data of the school’s past performances and operations in order to identify changes needed to improve performance. Specifically, the team reviewed indicators from the following areas: Leadership, Curriculum, Human Capital and Student Support Services.

The team facilitated self- assessments of the faculty, students, and staff and student achievement data. The team also analyzed the data provided in the school support team observation reports. These reports were based on observations by a team of on-site observers and interviews of certified, support, and administrative staff. Results of these observations document that improvement has occurred and this team was instrumental in helping us make the decision to select the Transformation Model.

The data was reviewed to determine the prevailing practices in order to allow the team to make recommendations for improvement. Student learning data, both summative and formative, was also reviewed. The district used the team members as consultants during this design phase and will continue to engage them during the implementation phases.

**Data Analysis Activities:**

- School Support Team facilitated a Needs Assessment Survey of the Nine Essential Elements. The members of that team analyzed and summarized the results and shared those with our school.
- Members of that team met with our teachers on several occasions.
- Teachers have been surveyed and professional development provided each Monday throughout the 2011-2012 school year.
- Members of the Butner Board of Education have been notified and advised of the Superintendent’s recommendation to participate in the school improvement grant process. The recommendations of the School Support Team have been discussed with all board members and they have received their recommendations in writing. The plan to proceed with the intervention model was discussed at the regular meeting of the Butner Board of Education on April 9, 2012.
- Parents have been surveyed twice during this school year.
- Members of the School Improvement Team met with community stakeholders, support staff, parents, and board members.

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.

<b>Areas to be considered as part of the comprehensive needs assessment.</b>	<b>Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.</b>
<p><b>School Profile:</b> Includes student and staff data.</p>	<p>We currently have 46% minority students with the majority being Native American, our poverty rate is 82%, our mobility rate for students is 30%, 9 of our 19 certified teachers, 9 have advanced degrees with the average years of experience at 11 years.</p>
<p><b>Curriculum:</b> Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>We have set goals to reach the API goals of 1074 in math and 1060 in reading this year. We have aligned our curriculum to PASS and we are working toward Common Core Standards. We now have a data room in which to monitor progress.</p>
<p><b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>We will communicate high expectations for student performance; always letting our students know that they are capable of meeting objectives and that they will not fail. We have established a data room and regularly scheduled faculty meetings designed to disaggregate student performance to ensure early identification and support for our students. We have aligned classroom assessments of student performance with written curriculum aligned to state standards. We will review and adjust student groups as achievement levels change. We need more fiscal resources to maximize student learning. We are “Loud and Proud”! We display goals and student work throughout our school.</p>
<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>We need more professional development in this area. The leadership team tries to model strategies and we have encouraged visits to other classrooms and other schools for our faculty. We provide time at our weekly faculty meetings to report on results of research-based teaching techniques. We have developed connections with the local tribes to incorporate diversity and cultural training for faculty and staff. We have reviewed our special education</p>

	department and have found children to be over placed in these programs.
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	We are focused on a positive school climate with support for a safe and respectful environment. All teachers will hold high academic and behavioral expectations for ALL students. Teachers and staff are professional in their practice of equity and diversity. We have recently collaborated with the Muscogee Creek Nation and the Seminole Nation. Our collaboration with Gordon Cooper Technology Center has started a STEM project in our school that will be unmatched!
<p><b>Student, Family, and Community Support:</b> Includes communication methods and including parents as partners.</p>	We will provide ongoing support to parent involvement efforts and will engage them in collaborative meetings. Our community overwhelmingly passed a bond issue by 82%. They are strong supporters of our school.
<p><b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process.</p>	This has been an area of weakness in the past for our school. We plan to collaborate with surrounding districts to consolidate resources and engage an outside consultant to help align professional development goals to needs. We have surveyed our faculty and staff to get ideas and to develop individual professional goals.
<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision.</p>	Our vision is definitely shared! We will refine our curriculum mapping process and develop pacing guides to ensure a viable and guaranteed curriculum for all students. We will continue to encourage and set up visits outside our school to help enhance our data room utilization and our instructional delivery. We will see that our little school returns to the days when it was considered one of the best in the county!
<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming.</p>	We need to reallocate financial resources to hire professional development consultants to provide job embedded professional development, especially in the area of differentiated instruction. We must also reallocate staffing and maximize teachers' strengths and student learning. We will allocate time for various subjects based on school and district goals and utilize alternative scheduling practices to ensure adequate time allocation for

	core subjects.
<b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	We will review and revise our school improvement plan after new test results are available and we will involve all staff members. We will use our summer professional development to maximize this time to align curriculum maps, benchmarks and pacing guides.

**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.

Butner Public Schools chose the transformational model in consultation with our School Support Team, SDE staff, and our local Board of Education for our elementary. Our team leader discussed the four available models with all faculty and staff during a meeting. This model was discussed at the regular meeting of the Butner Board of Education on April 9, 2012. The information that went into this selection is as follows:

A school improvement plan was designed and implemented during the 2010-2011 school year. In the spring of that year, students had made improvement in their OCCT scores as referenced by meeting safe harbor. There was a turnover in administration and for the seventh year in a row, there was a different superintendent and principal. This turnover also happened during the school year on two occasions. The new administration put together a plan for the 2011-2012 school year and began to work closely with the SDE School Support Team with the primary focus of improving reading and math scores.

We increased the amount of instructional time each faculty member was provided and started meeting each Monday to provide job-embedded professional development. The success of the improvement plan and a comprehensive review of the data led the team to determine that we have the capacity to get back on track and return to the success this school had five years ago. This district will be intensifying the implementation of research based strategies including increasing the learning time, differentiated instruction, providing student support, curriculum alignment and additional time for teacher collaboration. We will also make sure that all barriers are removed that would impede our progress. This includes changes in faculty and staff, professional development and operating with a sense of urgency.

**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 2012-2013: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2012-2013 school year. Our API score will increase to 1060.
Goal for 2013-2014: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2013-2014 school year.
Goal for 2014-2015: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2014-2015 school year.
Rationale: A 25% increase in both reading and mathematics will allow Butner Elementary to attain the statewide performance targets and/or transition to common core standards.
<i>*Due to Oklahoma's recent changes in the accountability system, Butner Public Schools recognizes that once the rules are approved revision of the SMART goals will be necessary.</i>

SMART Mathematics Goals
Goal for 2012-2013: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test (OCCT) will increase from the current API of 700 in the 2010-2011 school year by 30% to 1074 in the 2011-2012 school year.
Goal for 2013-2014: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test (OCCT) will increase from the current API score of 1074 in the 2011-2012 school year by 12% to 1358 in the 2013-2014 school year.
Goal for 2014-2015: The percentage of all students in grades 3-8 at Butner Elementary who score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test (OCCT) will increase from the current API score of 1180 in the 2012-2013 school year by 12% to 1358 in the 2013-2014 school year.
Rationale: The above mentioned increase in mathematics will allow Butner Elementary to attain the statewide performance targets and/or transition to common core standards.
<i>*Due to Oklahoma's recent changes in the accountability system, Butner Public Schools recognizes that once the rules are approved revision of the SMART goals will be necessary</i>

SMART Graduation Rate Goals
Goal for 2012-2013: This area does not apply to our elementary, but we exceed expectations with regard to our graduation rates. The students in this district are highly invested in completing school. It is a community norm that supports our efforts. We will continue these efforts.
Goal for 2013-2014: We will continue these efforts.
Goal for 2014-2015: We will continue these efforts.
Rationale: We feel that we know how to get children to “stay the course” once they enroll in our school district.

**INTEGRATION OF SERVICES**

Complete the following Integration of Services chart showing how the school will align any other federal, state, and local resources to the selected intervention models. You may add boxes as necessary. Examples can be found in the Application Instructions: School Section.

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	See pages 34 and 35 of this document for all of these areas listed.
Title II, Part A	
Title II, Part D	
Title III, Part A	
Other Federal Resources <ul style="list-style-type: none"> <li>• <i>List here.</i></li> </ul>	
State Resources <ul style="list-style-type: none"> <li>• <i>List here.</i></li> </ul>	
Local Resources <ul style="list-style-type: none"> <li>• <i>List here.</i></li> </ul>	

**SCHOOL MODIFICATION OF POLICIES AND PROCEDURES**

In the space below, provide a narrative describing the steps the school has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

Butner Public Schools will have to modify its policies and practices to enable our school to effectively implement the selected Transformation model. As soon as we find out that we have been fortunate enough to have received funding for our school, we are prepared to implement new policies that will include: providing flexibility in hiring practices at the site level, scheduling protected collaboration time, and/or adopting an alternate/extended calendar for our school, and/or change the structure to enhance learning opportunities (i.e. small groups, team teaching, teachers teaching in the their area of expertise across different grade levels, etc.). We have recently adopted new policy to implement a rigorous staff evaluation and development system. We are also already using community-oriented schools strategies. We will need policy to be able to reward staff who increases student achievement. We have recently removed staff who have not improved after ample opportunity and we are prepared to continue that practice until we have the best faculty and staff in Oklahoma!

**SCHOOL SUSTAINABILITY EFFORTS**

In the space below provide the school plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;

- The school has in place a strategic planning process utilizing Oklahoma’s WISE planning and coaching tool;
- The school has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A school wide/ WISE plan includes goals and action steps that will sustain reform efforts.

Our plan for sustaining the reforms after the funding period for when the grant ends is:

**Involving Stakeholders**

Butner Elementary is a Pre-K through 8<sup>th</sup> grade facility connected by a breezeway to our high school building. All faculty, staff, and administration work in the same building as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided multiple opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the intervention model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district/school has established a School Improvement Team, Professional Learning Communities, and a Superintendent’s Advisory Council (comprised of superintendent, principal, counselors, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation policy and procedure changes that will reduce barriers and enhance the effectiveness of the intervention model.

**Transition Plans**

Butner Elementary School will require all new teachers to participate in professional development on the following topics to sustain reforms:

- Data analysis
- Curriculum
- Differentiated Learning / RTI
- Understanding the Community and Culture of Butner Elementary
- Butner Public Schools policies and procedures
- Butner Schools will continue to provide a mentor for ALL new teachers. Mentors will be assigned in August, so the teachers have help in preparing for the school year.

The district will also establish and maintain a set aside in the budget for recruitment purposes. These funds will be used to provide “signing incentive bonuses” to assist the district/school in attracting the best candidates for teaching and leadership positions. The district will continue to work and expand our partnership with East Central University ECU has agreed to place intern teachers at Butner Elementary beginning with the 2012/2013 school year. Butner Elementary will establish a team to continue promoting the school in the community in order to maximize the opportunities for the school.

**Strategic Planning Process**

Butner Elementary will utilize the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for school improvement efforts. The superintendent, principal, turnaround officer, and a teacher leader have been trained to use the WISE planning and coaching tool. Butner School will train all team leaders to use the WISE planning and coaching tool.

**Formative and Summative Data Collection**

- Butner Schools has implemented the following procedures/strategies for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:
- Benchmark Assessment software
- Teacher and Leader performance based evaluations (The Tulsa and McRel Models)

- Policies requiring pre- and post-test assessments to be used in all classrooms and programs.
- Annual review of summative data to identify achievement gaps, gaps in curriculum and to identify professional development needs.

**Other Funding Sources**

The district receives Title I, Title II, Title VI, TitleVII and Impact Aid funding. The district has recently partnered with the Cromwell Baptist Church, the Seminole Nation and the Muscogee Creek Nation. These partners, coupled with federal funding will allow the district to continue many aspects of the intervention model beyond the funding period. The district will reallocate existing federal funds to sustain the elements of the program that positively impact student achievement. The district is currently working to secure funding from corporate sources and to establish a local community/alumni foundation.

**Title I Part A School wide/School Improvement Plan**

Butner Elementary’s Schoolwide Improvement Plan was approved by the SDE.

The plan includes goals and action plans for:

- Improving reading student achievement scores
- Improving math student achievement scores
- Improving attendance
- Improving parental/community involvement
- Implementing job-embedded professional development
- Improving school climate.

These goals and action plans are congruent with the purpose and goals of the School Improvement Transformation Plan. The plan includes a process for:

- Assessing operations
- Developing and modifying the annual improvement plan
- Implementing the plan
- Monitoring the improvement plan
- Reassessing the operations

**SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION**

In the space below, provide a narrative that describes, in detail:

1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

The Butner Public School District serves 220 students in early childhood through grade 12 in Seminole County which is located in south-central Oklahoma. Our elementary school serves 155 of those students. The district serves a diverse population in two separate buildings joined by a covered walkway on a sixty-acre rural campus. The district covers 115 square miles with 1.9 students per square mile. This is a district wide Title I school. Over forty percent (40%) of the student population is Native American. The majority of our students come from a very low-income background. The average household income of \$40,304. Is \$16,188. below the state average. Twenty-one percent (21%) of the adults in our district have an educational background of high school diploma or less. Seventy-eight percent (82%) of our students are eligible for free or reduced lunches and have few, if any, technology resources in their homes. One out of every seventy-seven (77) are charged with a juvenile offence. We have a small town, and we are located within just a few miles of several other rural schools which adds to the mobility rate of

16.9%. Twenty-five percent (25%) of our students are served in special education. The school is the “hub” of the community. Our community members come to every event we host at our school in large numbers. Our nearest regional four-year college, East Central University, is located in Ada, Oklahoma, which is 60 miles away. The lack of help from outside agencies puts more pressure on the school system to provide services the children of our community need and deserve. It is certainly our goal for all of our students to succeed. If one student fails to score satisfactory on the CRT, that is one student too many. We understand that poverty is not an excuse for failure, but it adds another barrier. The constant revolving door for administrators has also proven to be a point of decline for our district. We have had seven different superintendent/principals in the past seven years. One of those, as well as an encumbrance clerk, was charged with a felony for embezzlement which made the financial picture bleak to say the least. We have recovered enough financially to have the capacity to continue services, but not to provide the “extra” services that our children need and deserve. Due to the urgency of needs here, we would quickly move into action with preparation implementation for the start of our next school year in August. We could order and get into place the smartboards, projectors, tablets/Ipads, all connectivity for our new technology items, benchmark assessment pieces, teacher training specific to this grant as well as other professional development that would be beneficial. The superintendent, principal, and turnaround officer would be responsible for getting everything together. The materials needed would be all hardware and connectivity items. We could have all of these things ready for school to begin on August 9, 2012.

### **SCHOOL ACTION PLAN**

For each Priority 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.

In our first year, we will obtain all hardware and have it installed. We will hire a turnaround officer immediately and begin interviewing for additional personnel. Our second and third years will be maintenance years to make sure that we are able to continue the transformation model. These years mainly consist of salaries.

<b>Name of School: Not Applicable</b>			
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.			
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (A) Screen all existing staff and rehire no more than 50 percent; and B) Select new staff.			
3. Implement such strategies 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 students in the turnaround school.			
4. Provide staff with ongoing, high-quality, job-embedded professional development 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.			

<b>Name of School: Not Applicable</b>			
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
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.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

<b>Name of School: Butner Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>The District has just replaced the principal for Butner Elementary. This occurred at the Regular meeting of the Board of Education on March 12, 2012.</p> <p>The new principal, Ms. Melissa Walden, was selected based on her past experience in large and small districts and her extensive training. She served in larger districts such as Ponca City and Claremore while also gathering experience in small rural districts such as Latta and Butner. She was an active participant in the school improvement process last year at Butner. She played an active role in data disaggregation, planning, and implementation of all aspects of the school improvement plan. She has strong curriculum knowledge, a Masters Degree in Administration, and has been recognized many times in districts as Teacher of the Year and as an exemplary teacher. She is a graduate from Butner Public Schools and knows the culture and certainly has the pulse of the community. She is respected by all that she comes in contact with.</p>	March 2012	<p>Bobbette Hamilton, Superintendent</p> <p>Recommendation accepted by the Butner Board of Education.</p>

<b>Name of School: Butner Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<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>This district has selected the Tulsa Model for the TLE Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. We will be receiving training provided by the State Department of Education this summer on these models and we are anxious to implement them within our district. Dr. Gracy Taylor will provide on-going training on-site for school administrators. She will also provide on-site training for teachers in the new TLE evaluation system.</p> <p>This model was developed by Oklahoma teachers. It takes into account data on student growth as well as other factors such as multiple observations based assessments of performance and ongoing collections of professional practice reflective of student achievement.</p> <p>It was designed and developed with teacher and principal involvement and all of our teachers and administrators will have extensive training using this evaluation method.</p> <p>Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the new teacher performance rubric beginning in fall of 2012. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team has reviewed performance based teacher evaluation instruments, including the research behind the Tulsa Model.</p>	August 2012	<p>Melissa Walden, Principal</p> <p>Bobbette Hamilton, Superintendent</p> <p>RaeLyn Hightower, Turnaround Officer</p> <p>Dr. Gracy Taylor, OK Educational Services, LLC</p>

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	<p>The final rubric will include indicators in each domain that will be provided to each teacher. Currently, the rubric will be divided into four domains and four numerical levels. The lowest performance level (1) will indicate unsatisfactory teacher performance. The highest performance level (4) will define the most effective and productive teachers who are results oriented.</p> <p>Teachers will have an opportunity to be trained with this evaluation model as soon as the State Department of Education establishes a training schedule.</p> <p>When a teacher does not meet or exceed the goals set by the evaluation, the principal will clearly communicate expectations to them and hold them accountable if expectations are not met. This will be accomplished through documentation, communication of evaluation results, and providing a plan of improvement prior to considering exiting those teachers.</p> <p>Training will be ongoing to monitor the effective use of the data and to determine interventions, student growth, and effective instructional practice by teachers and administrators.</p> <p>Our principals will be evaluated using the McRel system. Leadership will be evaluated annually to determine effectiveness. The evaluation will include a rubric model to determine effectiveness in the following areas:</p>		

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	<ol style="list-style-type: none"> <li>1. Strategic Leadership – School vision, mission and strategic goals, leading change, school improvement plan, and distributive leadership</li> <li>2. Instructional Leadership – Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time.</li> <li>3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment.</li> <li>4. Human Resource Leadership – Professional development/learning communities, recruiting, hiring, placing and mentoring staff, teacher and staff evaluations.</li> <li>5. Managerial Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff.</li> <li>6. External Development of Leadership – Parent and community involvement and outreach.</li> <li>7. Micro-Political Leadership – School executive, Micro-Political leadership.</li> </ol> <p>Principals will also be held to a set of performance standards that will include ensuring that their school is performing at expected achievement levels. These standards will be clearly communicated to all leaders at the beginning of their term and</p>		

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	reinforced as needed. 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 and State 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. 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. Dr. Gracy Taylor will provide on-going training on-site for school administrators in the administrative evaluation system.		
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	All teachers will give benchmark assessments at the beginning and at the end of each school year. Individual Merit Pay Component If 90% of FAY students in a teacher's class show mastery (75% correct) of the district benchmarks, the teacher will receive a \$2,500 stipend. This is the individual component of merit pay. The individual component will be awarded annually in June. Benchmark assessments will be developed for each classroom	June 2013, 2014, 2015	Melissa Walden, Principal  Bobbette Hamilton, Superintendent  RaeLyn Hightower, Turnaround Officer

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<p>their professional practice, have not done so.</p>	<p>during the summer and fall of 2012, using both Buckle Down and Study Island.</p> <p>Team Merit Pay Component All teachers will receive merit pay based on increases in school-wide API scores as follows:</p> <p>\$1000. Stipend for 10% – 15% gain \$2000. Stipend for 25% or more gain</p> <p>As part of the team, the principal will be awarded a stipend based on the teacher award with an index of 1.5 This award would be made in the fall after the district receives the OCCT data and district/site reports.</p> <p>The justification for this administrative merit pay component is that the principal will be working directly with all certified teachers, paraprofessional staff members, and the School Support Team to implement all aspects of the transformation.</p> <p>We will monitor this by making sure that API data is reviewed annually to determine awards. Documentation, including sign-in sheets, API reports, expenditure reports and agendas will be maintained.</p> <p>The district Board of Education is currently working to establish a non-profit foundation to secure corporate sponsorship and/or assistance from the Muscogee Creek Nation and community/alumni members to continue these awards. Every effort will be made to secure adequate funding to continue providing merit pay beyond the funding period of the grant. If we are fortunate enough to receive these funds,</p>		Butner Board of Education

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	we feel that our enrollment will increase due to the extra opportunities we can provide for our students and that will help with sustainability as well.		

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<p>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>	<p>Butner School will be using Dr. Gracy Taylor of OK Educational Services, LLC as the external provider and the Effective Schools model toward comprehensive reform in professional development aligned with formative and summative data, including the state data (OCCT) and district benchmarks, the WISE Planning Tool, and Oklahoma Nine Essential Elements and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided in-house by Butner faculty members.</p> <p>In order to determine professional development needed and aligned with the LEA’s comprehensive school plan, four elements will be used. All faculty members completed the Nine Essential Elements Needs Assessment and Annual Professional Development Survey. The WISE Online Needs Assessment will be administered to the Butner Team. Data from the six site visits by the School Improvement Plan Support Team Members will also be utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job-embedded professional development.</p> <p>The Effective Schools model meets the most rigorous standards of the continuum of evidence of effectiveness set by the USDE. Since its inception in the mid-1970’s, with studies from Dr. Ron Edmonds, there have been numerous studies conducted to evaluate the effectiveness of the Effective Schools Model. Dr. Barbara Taylor and P. Bullard, <u>The Revolution Revisited</u>; D. Levine and Larry Lezotte, <u>Unusually Effective Schools</u>; 1990, Revised July, 2000. The Northwest Regional Educational Laboratory and The National Clearing house for Comprehensive Reform have reported</p>	<p>May/June 2012 2012/2013 2013/2014 2014/2015</p>	<p>Dr. Gracy Taylor, OK Educational Services, LLC</p> <p>Butner faculty</p> <p>Bobbette Hamilton, Superintendent</p> <p>Melissa Walden, Principal</p> <p>RaeLyn Hightower, Turnaround Officer</p> <p>SDE – Webinars, trainings, and videoconferences.</p>

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	<p>additional studies as well. The Effective Schools process is rooted in seven basic correlates of effectiveness: A clear and focused Mission; Instructional Leadership; Maximize Learning Opportunities; High Expectations for All Students; Frequent Monitoring of Student Progress; A Safe and Orderly Environment; Positive Communication-School, Home, and Community. These correlates will be interwoven throughout all professional development activities of our school.</p> <p>Data Disaggregation and Analysis will be focused on increased student achievement, progress monitoring, school analysis, and data collection. Participants will analyze OCCT/EOI data and identify all subgroups, gender gaps, FAY/NFAY students for progress monitoring, determine targets for improvement and timelines for gaps. Results will be validated with educational research to improve student academic performance.</p> <p>Teachers will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. Administration and teachers will conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, &amp;Wayman, 2009).</p> <p>We will use a Train the Trainers model the third year of the grant. We are hopeful to maintain support from the SDE as well to check our progress.</p> <p>Participants will also analyze data from multiple sources such as the WISE Needs Assessment, District Benchmark data, attendance, behavior, etc. to determine needs for teacher</p>		

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	<p>instruction and student learning. Furthermore, participants will continue to analyze data for progress monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement. Classroom formative assessments will be utilized and analyzed to give teachers feedback about students' understanding of the material presented and to determine what adjustments to instruction are needed to improve students' understanding.</p> <p>In addition to the Effective Schools model, the value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985;1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools' staff members build community. This research shows that without coaching and feedback in the classroom, very little professional development translates into classroom application. With coaching and feedback on site, the implementation of professional development learning increases to 80%. Coaching aligns with our district focus for district wide school improvement and transformation. We want to redesign our leadership methods. We want more opportunity for our staff and for our students and we want a community-centered reform. With effective coaches and leadership capacity, learning should increase at our little school.</p> <p>In order for us to make sure that this Transformation Model has a significant effect on improving out elementary, we will continue to meet once each week to have dialog about how</p>		

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	<p>our strategies are working. This will give us an opportunity to self-correct if needed and to celebrate our accomplishments together.</p> <p>The principal will also be held to a set of performance standards that will include ensuring that the school is performing at expected achievement levels. A specific minimum score for AYP has been established this year and will continue from this year forward. The leader will be required to reach the district standard for effectiveness. A principal who does not attain these standards will be counseled toward the appropriate level of development, but will be exited if they do not reach expectations.</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 student in a transformation school.	<p><b>Financial incentives</b> will be set aside annually to be used to recruit highly qualified staff. Signing bonuses will start at \$1000. Amounts can be adjusted based on the number of staff needed and the availability of specific staff needed.</p> <p>The district will implement a Train the Trainers Model in order to provide opportunities for <b>career growth</b>. We will implement a new teacher evaluation system in order to provide teachers with positive reinforcement and validation. We will implement a performance-based incentive program for certified staff.</p>	2012/2013 2013/2014 2014/2015	<p>Bobbette Hamilton, Superintendent</p> <p>Butner Board of Education</p>

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	<p>Incentive bonuses will be awarded annually for returning teachers based on student achievement and teacher evaluations. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Butner the following year. The district will seek corporate sponsorship of bonuses before the funding period ends.</p> <p>The district will provide the latest technology for teachers such as interactive white boards, laptops, and projectors to provide Ongoing opportunities for professional growth and to allow for increased student engagement.</p> <p><b>Monitoring</b> – An inventory of all technology equipment will be maintained annually in compliance with federal regulations.</p> <p><b>Sustainability</b> – General funds will be set aside annually for hiring incentive bonuses. In the event additional funds are required or funding is not available, the district will apply for funding from the Butner School / Community Foundation.</p>		
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.	Butner Public Schools will continue to use vertical and horizontal alignment of curriculum and to indentify instructional gaps using the OCCT reading and math results and the Priority Academic Student Skills until we change to Common Core Standards. All teachers are currently, and will continue to be trained to disaggregate data, align curriculum, identify gaps and to write effective curriculum. Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps to design a comprehensive curriculum that is based on the Oklahoma P.A.S.S. objectives and moving into the Common Core Curriculum. All instruction will be embedded in this	2012/2013 2013/2014 2014/2015	All Butner Elementary Faculty  RaeLyn Hightower - Turnaround Officer  Melissa Walden- Principal  Bobbette Hamilton - Superintendent

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	<p>concept.</p> <p><b>Monitoring</b> - Agendas, Sign-in sheets, curriculum alignment documents.</p> <p><b>Sustainability</b> - PLC team leaders will be trained using the Train the Trainers model to ensure sustainability beyond the funding period.</p>		
<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S. objectives as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction (Tomlinson, 2001) and organization practices to accommodate student differences in the classroom. Accurate student assessments are critical to determine a student's strengths and weaknesses.</p> <p>Data from assessments will drive instruction in the classroom, which will result in increased academic achievement.</p> <p>PLC teams will meet weekly to review assessment data to make appropriate adjustments to instructional plans. Butner Elementary will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning.</p> <p>Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards and yearly curriculum pacing for the current year of</p>	<p>2012/2013 2013/2014 2014/2015</p>	<p>RaeLyn Hightower - Turnaround Officer</p> <p>Melissa Walden- Principal</p> <p>Bobbette Hamilton - Superintendent</p>

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	<p>teaching and the following year for both the students moving to the next grade and new students entering a grade. Butner elementary teachers will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, questioning, quizzes, projects, class work and homework. Additional formative assessments that will be added as a result of the Transformation Model are project – based assessments, student self-grading rubrics, and student self-assessments. Teachers will learn about these assessments as well as how to create them at our professional development meetings conducted in-house. Summative assessments we will continue to utilize are: Pre-K and K the BEAR; Pre –K through 3<sup>rd</sup> grade the BEAR; and the OCCT for 3<sup>rd</sup> through 8<sup>th</sup> grade. Additional summative assessments that will be added as a result of this model is, Study Island and OdysseyWare. All teachers will have an active role in creating benchmark tests to use at each grade level. Our primary goal is to provide a thorough and accurate academic assessment for 2<sup>nd</sup> – 8<sup>th</sup> grade students using test items that are closely aligned with the Oklahoma P.A.S.S. standards. Once student data is obtained, teachers will use the data to differentiate instruction. At professional development meeting teachers will bring their students’ assessment data and disaggregate and analyze it for strengths and weaknesses. This information will then be placed on a wall in our confidential data room. Teachers will develop grouping practices, modification of assignment, additional opportunities for students to use a variety of responses (oral, written, responses given to paras, etc.); and effective instructional strategies according to the needs of each individual child. Small groups can be multi-age, multi-level, and must be flexible enough to allow students to receive instruction in the skills that are specific to them. The lowest</p>		

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	<p>achieving students will be remediated in their skills that are non-existent while our most advanced students will be able to explore learning opportunities beyond the basic core curriculum. Schedules will be designed so all of our students will be able to participate in instruction that is designed specifically for them as they go from classroom to classroom for academic instruction with a teacher who has the utmost expertise in the area of need for that student. Differentiated instruction will be provided as part of the professional development meetings held throughout the year. We will provide educators from outside our district, book studies, and in house educators and administrators to make sure that our teachers have an adequate knowledge base and expertise to differentiate instruction for all of our students.</p> <p><b>Monitoring</b> – Sign-in sheets, agendas, and benchmark data will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results.</p> <p><b>Sustainability</b> - The Data and Technology Integration Coach will work with the Instructional Facilitator, ECS, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results.</p>		
8. Establish schedules and implement strategies that provide increased learning time.	<p><b>Extended Day Activities</b> The district/school will extend instructional time by 300 hours (173 additional hours added to the regular calendar and by providing 132 hours of summer school). The focus of the reform strategy will be to engage students in productive academic learning time, not simply to add time to their day (Silva, 2005). Research supports the use of extended learning</p>	August 9, 2012– June 30, 2015	<p>RaeLyn Hightower - Turnaround Officer</p> <p>Melissa Walden- Principal</p> <p>Bobbette Hamilton –</p>

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	<p>time, if a minimum of 300 hours per year is provided (Frazier &amp; Morrison, 1998)</p> <p>All students will be pre-tested and post-tested to determine the success of the extended learning time intervention. Our certified staff will submit the results for review so we have an opportunity to make any adjustments necessary to ensure student success.</p> <p>Students will also be pre and post-tested for summer school.</p> <p>We will continue to provide all day Pre-K and Kindergarten and those students will be pre and post-tested as well. This will be funded through our Title I program and general fund.</p> <p>The district and specifically our elementary will increase the instructional time by one hour per day. This hour would focus on providing intervention to students who need the most support. Small groups will be utilized during this additional hour which will be multi-age, multi-level and flexible. It will allow all students an opportunity to receive instruction in the skills that are specifically designed to meet their individual needs.</p> <p>We will also transform the structure of our regular school day to make sure that every child gets a second session of reading and math. We used this strategy successfully this past year. Often utilizing a different teacher for the second period of instruction and always using a teacher who is highly qualified in the specific area of instruction.</p> <p>Our upper elementary students will participate in an advisory</p>		<p>Superintendent</p> <p>Butner Board of Education</p>

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	type period we call BEAT (Butner Eagle Advisory Team). During this period, the student goes to the teacher who is certified and highly qualified in the area the student is in most need of obtaining remediation.		
9. Provide ongoing mechanisms for family and community engagement.	<p>Our families are very concerned about academic achievement of their children. They also have a great concern for resources in their home. We have and will continue to use this data to select and secure community partners that will address these needs.</p> <p>In our attempt to improve our school community we have partnered with several social organizations to provide families a way to access services. Currently we have established partnerships with various health service providers including, Prevent Blindness Vision Screening, Creek Nation Tribal Immunizations, Food Bank, the Seminole Nation for tutoring, food and housing all of which are at no cost to the district.</p> <p>We are also committed to partnering with faith- based organizations including the Cromwell Baptist Church.</p> <p>Our school is the “hub” of the community, so when we have any event, it is well attended. We will continue to offer BEAT Night as a wellness/enrollment/career event for our students and families.</p>	2012/2013 2013/2014 2014/2015	Butner Faculty and Staff  RaeLyn Hightower - Turnaround Officer  Melissa Walden- Principal  Bobbette Hamilton - Superintendent
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive	Butner Elementary is a very small rural school. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Butner Elementary has developed and implemented district/school-wide communication and leadership	2012/2013 2013/2014	Bobbette Hamilton – Superintendent  Butner Board of Education

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<p>approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>mechanisms, so that those that will be impacted by a decision have a voice in that decision.</p> <p>Professional learning communities will be established in 2012/2013. Due to significant levels of staff turnover in previous years it has been difficult to have consistency. A few teachers who were not effective and were not rehired this year will be replaced with faculty members who share our vision for improvement.</p> <p>The leadership team will work with the certified and support staff to make necessary modifications to schedules, calendars, and budgets that will most effectively increase student achievement.</p> <p><b>Monitoring</b> - The Superintendent's Advisory Council. will meet once monthly to discuss implementation and any barriers that may be impeding the efforts to implement the School Improvement Grant plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education by the Superintendent as requested by the Council.</p> <p><b>Sustainability</b> – The Council will be maintained beyond the funding period to continue reviewing school improvement barriers and operational flexibility needs.</p>	2014/2015	Superintendent's Advisory Council

<b>Name of School: Butner Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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).	<p>Butner Elementary is a Tier III school.</p> <p>The district will engage in ongoing technical assistance meetings with the State Department of Education. And receive Professional Development from Dr. Gracy Taylor and OK Educational Services, LLC.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from the School Support Team. Butner school has created a School Improvement team which met to complete their WISE needs assessment and participated in the planning of the school's transformation model.</p> <p>The district has utilized the expertise of RaeLyn Hightower for the past two years to assist with the development of the annual school improvement plan. The School Improvement Team will work with Dr. Gracy Taylor to utilize the WISE tool to assist with assessment, development, and documentation of school improvement efforts. In addition, Rae Lyn Hightower, our Turnaround Officer, will continue to conduct professional development and work closely with the superintendent and leadership team as she oversees and monitors the implementation of this plan. She will support the day-to-day needs of the school; keep everyone up-to-date on progress and barriers she sees. She will also ensure alignment between our activities and external providers.</p>	<p>2012/2013</p> <p>2013/2014</p> <p>2014/2015</p>	RaeLyn Hightower – Turnaround Officer
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	The technology package in this grant was designed to transform the teaching and learning process at Butner in dramatic ways for our students and our teachers. The technology pieces were specifically selected to create a total package that would enhance student engagement, provide	2012/2013	Bobbette Hamilton – Superintendent

<b>Name of School: Butner Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>efficiency in developing powerful lessons for the teacher, and to provide a meaningful systemic process for reflective teaching practices and effective feedback. We have such a “hodge podge” of equipment in our system. There are mostly IBM clones with old operating systems and very little memory. Technicians tell us that it would be less expensive to buy a new computer than to upgrade the memory in the ones we have. The diversity of our equipment has created a challenge when it comes to keeping everything up and running. We are not close to technicians to assist in the up keep of our equipment, so we are sometimes without a computer for several days or weeks when we have problems. It is imperative that we obtain the very best quality of technology available. It must be reliable and durable. We need to transform our labs and classrooms from overhead projectors and paper and pencil, into complete interactive learning environments. We have moved from an oral society, to print and now we must move to digital and graphical. Not only will technology change the way students learn, but it will also increase the engagement of all students. The student you would typically see bored in the back of the room will now be competing to answer questions or be more a part of what is going on. Students will also put more effort into their projects because they will look better when displayed. A teacher, who can spend less time and effort to engage the students, can use that time instead to create more fulfilling deliveries and lessons. Our students now have a sophisticated set of skills. The problem is that schools “expose students to deep academic skills that are out of touch with their learning style” (Chris Dede, Harvard University Professor, School of Education, District Administration, October 2005). That is exactly what has happened in our school. The tablets, laptops</p>		<p>Butner Board of Education  Russell Walden, Data and Technology Integration Coach</p>

<b>Name of School: Butner Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>and Smartboards will help us close this very wide gap.</p> <p>We must include more, and improved differentiated instruction, increased rigor, and engagement for our students. Our vision for this initiative will support our efforts and provide the means to transform our school into a place where creativity and collaboration are the norm; a place where students are continually engaged in real world experiences, and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. For too long, this district has used textbooks as their only resource. Eighty-two percent (82%) of our students qualify for free or reduced lunches and few have computers in their homes. This puts them at an extreme disadvantage as compared to their peers in higher socio-economic settings.</p>		

<b>Name of School: Not Applicable</b>			
<b>Closure Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to close a Priority school.</b>			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

<b>Name of School: Not Applicable</b>			
<b>Restart Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to restart a Priority school.</b>			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

**APPLICATION INSTRUCTIONS  
SCHOOL IMPROVEMENT GRANTS 1003(g) AND  
AMERICAN RECOVERY AND REINVESTMENT ACT**

**BUDGET SECTION**

**LEA BUDGET NARRATIVE**

In the space below, provide a narrative that describes, in detail, the needs of the LEA for district level initiatives, the proposed initiatives, and/or materials and resources necessary to implement initiatives. Include in the narrative, the process the LEA will use to ensure timely distribution of funds during each year of the grant.

Butner Public Schools did not request the entire amount available for this grant. We only asked for what we felt would make the most significant difference at our school and we felt that sustainability would be easier if the amount was not so large.

The district has elected to award signing incentives in order to attract quality staff in difficult-to-fill positions. A set-aside in the amount of \$5,000 will be available annually for this purpose. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services.

Butner Elementary has recently performed in the bottom 5% of the state on the Oklahoma Criterion Reference Tests. Butner Elementary was identified as a Tier III school and is the only site to be served. Although the district has made significant progress over the past school year, more growth is needed. The district selected the Transformation Model due to recent success.

**Required Components to be Funded:**

**Additional Training**

**5 Day Academy for All Teachers and 5 Day Site-Based Training**

In order to meet the requirements of the grant a stipend per day will be paid to each certified staff member for attending a 5 day academy in addition to the 5 days of site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The collaboration time will be built into the schedule.

**5 Day New Teacher Academy**

New teachers will be required to report 5 days earlier than returning teachers for a New Teacher Academy. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives. There will be no additional cost associated with this portion of the plan.

**Professional Development**

Funding will provide 5 days of on-site coaching/modeling and direct training from Dr. Gracy Taylor, OK Educational Services, LLC at a rate of \$2000. per day.

Total cost for coaching, training, and modeling from external providers and trainers will be \$52,000 year 1, \$52,000. year 2, and \$52,000.in year 3, for a total of \$156,000.00.

**Extended Day/Year**

Funding will provide more than 300 additional hours of instruction for our most at-risk students. Students in grades 3-8 will receive an additional one hour per day of instruction. This additional time will be targeted directly to their individual needs. In some instances this will mean a second period of math and/or reading instruction in small flexible groups. In other instances this additional time will provide enrichment through the arts, healthy and fit activities. Summer school will be extended to provide an additional 80 hours of summer school instruction. The cost for these salaries will be \$7500.

**Bus Driver for Extended Day/Year**

\$2975. And \$743.75 in benefits

**Collaboration Time**

The 90 minutes of required and protected collaboration time is funded through the extended day portion of the budget. This time will be created by implementing a staggered schedule to embed collaboration time into the work week at no additional cost. (Funded with extra duty stipend for additional time worked.)

**Instructional Program**

With the funding from the grant, all classrooms will be equipped with state of the art interactive white boards and projectors, as well as individual laptops for each board in grades 3-8 with a mobile tablet wireless cart. The students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. Cost of the Study Island program is estimated at \$1350. per year each of the three years based on current student enrollment.

**Salaries****Turnaround Officer / Officer**

Butner Elementary will designate an office which is located in the same hallway as the principal and the superintendent's offices on campus. This office will be used for School Improvement Team meetings, Professional Learning Community meetings, and faculty meetings.

Ms. Hightower was recommended by members of the staff as well as our leadership team, our Board of Education, and our School Support Team. This decision has been shared with all faculty and administration. Ms. Hightower is a highly qualified teacher. Her greatest strengths include the skills necessary for a successful Turnaround Officer. She is highly motivated, extremely organized, and has superb people skills. She has impeccable integrity. The Turnaround Officer will receive a salary that is commensurate with the state minimum salary schedule for her years of experience plus a \$7500. stipend each year. Her salary will be \$37,317. for the first year, \$37,730. the second year, and \$38,170. the third year. These figures include benefits.

**Data and Technology Integration Coach**

Research strongly supports the integration of technology into the instructional program in order to prepare students for the 21<sup>st</sup> Century. Further, this infusion of technology into the professional development program will enable our teachers and administrators to fully access data, so that individual training needs of teachers can be addresses as well as individual educational needs of the students. In order to ensure teachers and students have adequate support during the implementation phase, we propose employing a part-time Data and Technology Integration Coach during the implementation phase at a cost of \$19,213. the first year, 19,425. year 2 and 19,638. the third year.

Butner desires a significant technology program that is embraced by students and staff. However, adding the additional technology components (laptops, interactive white board with speakers and projectors, and tablets) to ensure access to the core curriculum by all students will require significant upgrades to our technology infrastructure. Without the infrastructures, students and teachers will continue to be frustrated and discouraged about using the technology. Total Cost of the technology for the funding period is \$48,750.

**Part-time reading specialist** – \$16,175. Year 1, \$16,363. year 2, and \$16,550 the third year.

**Part-time math remediation** - \$17,550. Year 1, \$17,975. Year 2, and \$18,187.50 the third year.

**Reading and math tutors** – 2 full-time - \$20,160. Per year, each year

**Labor for technology installation** - \$1000. One time

### **Merit Pay**

#### **Individual Merit Pay Component**

If 90% of FAY students in a teacher’s class show mastery (75% correct) of the district benchmarks, the teacher will receive \$2500. stipend. This is the individual component of merit pay. The individual component will be awarded annually in June.

Benchmark assessments will be developed for each classroom during the summer and fall of 2012.

*\*Due to Oklahoma’s recent changes in the accountability system, Butner Public Schools recognizes that once the rules are approved revision of the SMART goals will be necessary. This may have an effect on the merit pay component.*

#### **Team Merit Pay Component**

All teachers will receive merit pay based on increases in school API scores as follows:

\$1,000 stipend for 10 – 14% gain,

\$2,000 stipend for 25% or better gain

This is the team component of merit pay. As part of the team, the principal will be awarded merit pay at a factor of 1.5 times the bonus of the teachers.

*\*Due to Oklahoma’s recent changes in the accountability system, Butner Public Schools recognizes that once the rules are approved revision of the SMART goals will be necessary. This may have an effect on the merit pay component.*

#### **Timely Distribution of Funds**

Funds will be used immediately after receiving them and upon approval of the Butner Board of Education.

In the space below, provide a narrative describing how the LEA will meet the additional Oklahoma requirement listed below:

- The LEA will establish an FTE (percentage of FTE will be contingent on LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

The Turnaround Officer will:

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Liaise between the Oklahoma State Department of Education, School Support Teams, central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with Oklahoma State Department of Education staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to Oklahoma State Department of Education.
- Attend all required professional development and meetings.

The LEA must complete and attach the budget pages required for the LEA Section of the application:

- Summary Budget page and Justification page each year\* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority schools for each year of the grant.

*\* Note that the budget for the school closure model may be lower than the amount required for the other models and would typically cover only one year.*

### **SCHOOL BUDGET NARRATIVE**

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:

- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in a Priority school to be served;
- Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

This would be the same as the narrative above due to the fact that we are only serving our elementary school.

In the space below, provide a budget narrative for each of the Priority schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on

the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on Fiscal Year 2011 School Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

All narratives would reflect the same information due to the fact that we only have one elementary in our district and we are only serving that one site. The pre-implementation funds would allow us to get the hardware in place before our students return in the fall.
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The LEA must complete and attach the budget pages required by the School Section of the LEA application:

- Summary Budget page and Justification page for each year of the grant for each Priority school to be served.
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

**APPENDIX A**  
**FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS**

Defining key terms: To award School Improvement Grants to its LEAs, an SEA must define Priority schools, in accordance with the ESEA Flexibility waiver, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice.

Accordingly, an SEA must use the following definitions to define key terms:

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more Priority Schools:

1. Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I.)
2. Each Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for 3 consecutive years.
3. All Tier I schools receiving School Improvement Grant (SIG) funds to implement a school intervention model.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Priority school that the LEA commits to serve:

1. Turnaround model: A turnaround model is one in which an LEA must
  - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

- c. Screen all existing staff and rehire no more than 50 percent; and
- d. Select new staff;
- e. Implement such strategies 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 students in the turnaround school;
- f. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- g. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- h. 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;
- i. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- j. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- k. Provide appropriate social-emotional and community-oriented services and supports for students.
- l. A turnaround model may also implement other strategies such as--
  - (i) Any of the required and permissible activities under the transformation model;
  - or
  - (ii) A new school model (e.g., themed, dual language academy).

2. Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4. Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

a. Developing and increasing teacher and school leader effectiveness.

b. Required activities. The LEA must--

(i) Replace the principal who led the school prior to commencement of the transformation model;

(ii) 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;

(iii) 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;

(iv) Provide staff ongoing, high-quality, job-embedded professional development (e.g., 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; and

(v) Implement such strategies 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 students in a transformation school.

c. Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(i) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(ii) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(iii) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) 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; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a school wide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

e. Required activities. The LEA must--

(i) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(ii) Provide ongoing mechanisms for family and community engagement.

(A) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(iii) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(iv) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(v) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(vi) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Providing operational flexibility and sustained support:

a. Required activities. The LEA must--

(i) 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; and

(ii) 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).

(A) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Increased learning time: means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Lowest-achieving schools: as determined by the State—

On February 8, 2012 the United States Department of Education approved Oklahoma’s ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing in the State. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma)**: A school that, based on scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the State. The total number of Priority Schools in the State must be at least five percent of the Title I schools in the State. The total number of Priority Schools in a State must be at least five percent of the Title I schools in the State.

Priority School:

- a. A Title I school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- b. A school among the lowest five percent of all schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- c. A Title I-participating, Title I-eligible, and non-Title I high school with a graduation rate less than 60 percent over for three consecutive years a number of years; or
- d. All Tier I schools receiving SIG funds to implement a school intervention model will be named as Priority Schools a Priority School under the SIG program that is using SIG funds to implement a school intervention model.

Student Growth (as defined by ESEA Flexibility): The change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- a. For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- b. For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Evidence of strongest commitment: In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- a. Analyze the needs of its schools and select an intervention for each school;
- b. Design and implement interventions consistent with these requirements;
- c. Recruit, screen, and select external providers, if applicable, to ensure their quality;
- d. Align other resources with the interventions;
- e. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- f. Sustain the reforms after the funding period ends.

(i) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Priority schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

Providing flexibility: An SEA may award school improvement funds to an LEA for a Priority school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

## **APPENDIX B**

### **RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS**

*Lessons Learned: Choosing a School Turnaround Provider* from Education Northwest  
[http://educatonnorthwest.org/webfm\\_send/1032](http://educatonnorthwest.org/webfm_send/1032)

*The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

*Overview of The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

*The Right People for the Job* (Webinar) from the Center on Innovation and Improvement  
<http://www.centerii.org/webinars/>

Selecting the Intervention Model and Partners/Providers for Low-Achieving Schools from the Center on Innovation and Improvement  
<http://www.centerii.org/leamodel/>

### **RESOURCES FOR GRANT APPLICATIONS**

**United States Department of Education**  
<http://www2.ed.gov/programs/sif/index.html>

**Center for Comprehensive School Reform and Improvement**  
[http://www.centerforcsri.org/index.php?option=com\\_frontpage&Itemid=1](http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1)

**Center on Innovation and Improvement**  
<http://www.centerii.org>

**Doing What Works – School Improvement**  
[http://dww.ed.gov/priority\\_area/priority\\_landing.cfm?PA\\_ID=11](http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=11)

**National High School Center**  
<http://betterhighschools.org>

**APPENDIX C**

**RUBRIC FOR APPLICATION REVIEW**

**Note that a Level III must be met in all areas before approval is granted.**

LEA Capacity

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>Few or none of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.</li> </ul>

LEA Procedures/Polices for External Providers

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has not fully developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy is too general.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers.</li> </ul>

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The provider has not fully met the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The provider has met some of the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has fully met all of the above criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement.</li> </ul>

LEA Integration of Services

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has integrated few or no resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has integrated limited resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has fully integrated multiple resources to support the selected intervention model.</li> </ul>

LEA Modification of Policies and Procedures

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has provided little to no policy change to enable schools to implement the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has provided some policy change to enable schools to implement interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.</li> </ul>

LEA Sustainability

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has addressed few or none of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has addressed most of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has fully and thoughtfully addressed all the indicators of sustainability.</li> </ul>

School Needs Assessment and Identification of Intervention Model

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>Data sources used in analysis or summary of analysis is nonexistent or minimal.</li> <li>Needs assessment provided by external evaluator was not considered. (If applicable.)</li> <li>The identified model is not supported by the data analysis or needs assessment or is minimally supported.</li> </ul>	<ul style="list-style-type: none"> <li>Few data sources were used in analysis or analysis is lacking.</li> <li>Needs assessment provided by external evaluator was minimally integrated into the overall data analysis. (If applicable.)</li> <li>The identified model is partially supported by the data analysis and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple data sources were used and have been summarized into a meaningful analysis.</li> <li>Needs assessment provided by external evaluator was fully and thoughtfully implemented into the overall data analysis. (If applicable.)</li> <li>The identified model is fully supported by the data analysis and needs assessment.</li> </ul>

School SMART Goals

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>Goals do not include or include few components of SMART goals: specific, measurable, attainable, results driven, and time bound.</li> </ul>	<ul style="list-style-type: none"> <li>Goals include most components of SMART goals: specific, measurable, attainable, results driven, and time bound.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time bound.</li> </ul>

School Integration of Services

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has integrated few or no resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has integrated limited resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has fully integrated multiple resources to support the selected intervention model.</li> </ul>

School Modification of Policies and Procedures

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has provided little to no policy change to enable schools to implement the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has provided some policy change to enable schools to implement interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The school has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.</li> </ul>

School Sustainability

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has addressed few or none of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The school has addressed most of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The school has fully and thoughtfully addressed all the indicators of sustainability.</li> </ul>

School Action Plan for Pre-Implementation

Level I	Level II	Level III
The LEA has not adequately addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance.	The LEA has addressed the plan for pre-implementation and expenditures are allowable, however, more specific detail is needed.	The LEA has fully developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance.

School Action Plan for Intervention Model

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The Action Plan is not complete or does not provide adequate information regarding the intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The Action Plan adequately addresses most of the requirements of the intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The Action Plan fully addresses all the requirements of the intervention model.</li> </ul>

LEA/School Budget Summary\*

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>Few or none of the required budget criteria are adequately addressed.</li> <li>Few or none of the additional grant requirements have been addressed in the narrative and included in the budget worksheet.</li> <li>The LEA has not sufficiently funded the required components of the chosen intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the required budget criteria have been adequately addressed.</li> <li>Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet.</li> <li>The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>All required budget criteria have been adequately addressed.</li> <li>All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet.</li> <li>The LEA has sufficiently funded all of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.</li> </ul>

*\* Note that Summary Budget Pages and Justification Pages for the LEA and Priority schools will be reviewed by the Title I Office for accuracy.*