

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

LEA SECTION

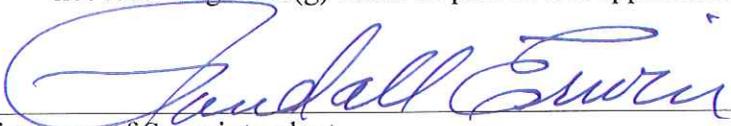
Legal Name of Applicant: Clayton Public Schools	Applicant's Mailing Address: P.O. Box 190 Clayton, OK 74536
Local Educational Agency Contact for the School Improvement Grant Name: Randall Erwin Position and Office: Superintendent Contact's Mailing Address: 329 N. 1 st St. Clayton, OK 74536 Telephone: 918-569-4156 Fax: 918-569-7757 Email address: rerwin@clayton.k12.ok.us	
Superintendent (Printed Name): Randall Erwin	Telephone: 918-569-4156
Signature of the Superintendent X 	Date: April 19, 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.


Signature of Superintendent _____ Date 4/19/2012

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
n/a					

Schools Served with FY2010 SIG Funds:

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
n/a					

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
Clayton High School	328	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
n/a		

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"> 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. 	<p>Our district is pursuing the Turnaround Intervention Model, and we assure our implementation and design is aligned with all the components set forth in the criteria for this grant award. We have based our activities on a comprehensive needs assessment submitted to the state in February. With reviewers comments as guidance, we have furthered our work to improve our LEA as it relates to all our schools but particularly for Clayton High School, which is the focus of this submission. We have constructed a detailed and realistic timeline, connected to our SMART goals. We have determined that our superintendent Randall Erwin along with our Math Department Head Stan Laster will lead our improvement efforts, along with our new principal for Clayton High School and our new Turnaround Officer. Both current employees have been fully engaged in our entire grant development process – from our needs assessment through development of our intervention model. Timelines are reflected in our school’s section.</p>
<ul style="list-style-type: none"> 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. 	<p>Our demonstrated commitment and support from all stakeholders are reflected in our school stakeholders section. In summary, we have worked with all the stakeholders mentioned in this bullet point. These people have all contributed to our decision to pursue the Turnaround Model for the LEA and Clayton High School. And, they have contributed to the model’s design and development.</p>
<ul style="list-style-type: none"> 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 www.publicimpact.com. 	<p>In our research, we found that our leadership team (Randall Erwin and Stan Laster) has the competencies cited in Public Impact’s <u>Turnaround Leaders: Competencies for Success</u>. We will use this model to complete the team, when selecting our new principal and our new Turnaround Officer.</p> <p>Driving for Results Cluster – This cluster of competencies is</p>

<p>concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement <input type="checkbox"/> Initiative and Persistence <input type="checkbox"/> Monitoring and Directiveness <input type="checkbox"/> Planning Ahead <p>Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results.</p> <p>Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Impact and Influence <input type="checkbox"/> Team Leadership <input type="checkbox"/> Developing Others <p>Problem Solving Cluster – This cluster of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity.</p> <p>Competencies in this cluster include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical Thinking <input type="checkbox"/> Conceptual Thinking <p>Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed,</p>	
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	<p>and self-assured despite the barrage of personal and professional attacks common during turnarounds.</p> <p><input type="checkbox"/> Self-Confidence</p>
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority schools has been addressed. 	<p>We are confident we can better serve Clayton High School through this turnaround effort. We note this is reflected in-depth in our school section. From the LEA perspective, we will continue to search for best practices and continual improvements. We have a strong plan, and we believe we can always improve.</p>
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf 	<p>We “tested” our currently employed leaders against these competencies (detailed above) as these leaders will be recruiting and selecting (along with our school board) the right principal for this school as well as the Turnaround Officer. We have re-engineered our principal job description to align with these competencies and are actively recruiting candidates now.</p>
<ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	<p>Our strategic planning process is patterned after our school’s turnaround intervention model and WISE and reflected in the specific actions detailed in our school section. Moreover, our LEA commitment is to expend our resources strategically to support our high school’s improvement. While not reflected directly in this grant, we recognize the need for our reforms to flow through K-8th grades to better prepare our students for success in our turnaround high school. To that end, and again, not included in this grant application per se, we will be enhancing our curriculum in our elementary and middle schools. Our leadership team will be leading and directing these reforms at these levels to assure high school successes occur as planned.</p>
<ul style="list-style-type: none"> • The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	<p>We have designed our budgets to cover three years and our expenditures directly align to the activities and strategies of our plan, detailed below.</p>
<ul style="list-style-type: none"> • 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. 	<p>Our Turnaround Officer, whose competencies will include the noted ones above, will serve in this monitoring role. We assure that this officer will be independent and able to monitor all the outcomes we have aligned with the assurances and our plan. We assure this officer’s role will include multiple visits to the school as well as the</p>

<p>LEA and SEA.</p> <p>Our plans include extending the school day for our high school by 90 minutes per week and extend the school year for our high school by three weeks.</p> <p>Our budget includes a Full Time Equivalent Turnaround Officer to supervise and be accountable for the management of the plan as well as the continual improvements we intend to make. This officer will also coordinate with the SEA.</p> <p>We have not only extended the school day hours and the school calendar (noted above), we will also allow a minimum of 90 minutes of teacher/principal/leadership team collaboration per week. We will also provide at least five (5) days of site-based training as well as a five (5) day teacher institute for each teacher in our high school. We are also committed to providing all high school teachers with training on the turnaround model and will assure any new teachers that join the high school faculty after the start of implementation will be appropriately trained for success.</p> <p>We are currently recruiting for our Turnaround Officer and have three educators in this pipeline who meet all these criteria. We are in the process of narrowing the field to one person, however, due to economic conditions, we could not secure a commitment from any educator unless we receive this funding. Communication with the superintendent is a critical function for this role we realize. We add that our efforts in recruitment also hinge on this educator being comfortable communicating with all levels of our school community – from students, teachers, turnaround leader team, school board, parents, community business leaders, and tribal leaders. We are especially sensitive to our tribal leaders and the culture within this population segment.</p> <p>Our grants and formula funds – ranging from federal Department of Education discretionary grant funds (Library Grant – 2010) as well as Title monies (noted in this application) – have never resulted in audit findings of any type.</p> <p>We have noted our comprehensive self assessment of our LEA and our high school and have submitted our review for comments to the</p>	<ul style="list-style-type: none"> • 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. • 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. • 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.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. • The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the

<p>models and strategies that it selects for its Priority schools.</p> <ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	<p>state, as indicated above. We have furthered that assessment during the development of this application and have gained a solid grasp of the design, support, monitoring and additional assessing needed through research of best practices. It is with this background and comprehensiveness that we are confident our plans will net the SMART goals we have noted below.</p> <p>Our sustainability efforts will draw on continuation of formula funding as well as our continued searches for additional discretionary grant dollars through federal, state, and foundation sources. Additionally, we have tapped into our community network of funds that we can leverage. At this point, we have identified more than eight funding mechanisms that are viable. We assert that our sustainability beyond the three years of this grant will become focused toward the beginning of Year 3 as we will have baseline and improvement data to demonstrate that our program is garnering success to our goals and continuing our intervention model. Further, we will document our additional research and our continual improvement efforts to demonstrate our recognition that our learning will continue to evolve, a point not lost on funders.</p>
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	<p>We have completed the application and delivered it within the timelines specified.</p>
<p><i>Only For LEAs implementing School Closure</i></p>	
<ul style="list-style-type: none"> 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. 	<p>n/a</p>

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. The policy is attached as Attachment A.

Our leadership team has selected Alpha Plus Educational Systems, Inc. as our external provider for the purposes of gathering information and completing this application. However, we note that we are in the process of soliciting bids, according to our procurement policy. We will note in the bidding notification that the provider must be able to meet all the specifications outlined in this application, ensuring that our ultimate selection aligns with our model for success. Therefore, throughout this application, we have noted Alpha Plus Educational Systems, Inc. as our preliminary vendor as this system most effectively meets our needs.

The state provided Apangea Math Program is another tool we will use in accomplishing these initiatives. We will use the Apangea Math online program daily to supplement our program.

Additionally, we note that we will use our competitive procurement policy to guide all other vendor contracts needed to accomplish our turnaround.

- Documentation of research proven history of success working with the LEA, school or particular population

Clayton Public Schools will partner with an external provider for professional development and technical guidance. Our preliminary vendor, Alpha Plus Educational Systems, Inc., has extensive years of experience and successes in school improvement efforts with other Oklahoma schools (See Alpha Plus Impact on Schools' API). Although Clayton has not partnered with Alpha Plus prior to this application, review of the data from successful schools similar to the demographics of Clayton, suggest a strong correlation that such success will be inevitable. Alpha Plus partnership initiatives that proved to be successful in similar "Turnaround Schools" over the past several years are aligned with the current standards set forth in Oklahoma's approved ESEA Waiver.

- Alignment of external provider and existing LEA services or initiatives

Supported by our vendor partnership and our leadership team (superintendent, head of math department, Turnaround Officer, and new high school principal), Clayton High School will implement the following initiatives:

- **Initiative #1** – Leadership for Change: Our Leadership Team will meet with vendor Consultants twice per quarter. Our first meeting will be this spring to assist in launching the district’s Capacity Plan and to improve/revise the plan based on SDE’s. This will help us as we transition into adopting the CCSS and to support the focus we have on ensuring effective instruction for all high school students. Leadership development with the principal will include walkthroughs, coaching debriefing, and modeling.
- **Initiative #2** – Teacher Effectiveness: Teachers will be coached/mentored by Alpha Plus Facilitators and provided onsite/online Professional Development workshops. The Spring tests data will indicate if a teacher will be placed on a coaching plan during each of the three grant-funded years. Alpha Plus benchmark assessments and formative assessments will be used throughout the year to monitor teacher effectiveness and student growth on a quarterly basis.
- **Initiative #3** – Curriculum: The district will augment its existing work on curriculum alignment and mapping, leveraging our vendors’ extensive expertise. These initiatives include reducing overlaps, increasing vertical alignment, and matching resources such as textbooks to support the state PASS/CCSS - to be objective focused rather than textbook driven. Using the Item Specifications, Pacing Calendars, and PASS/CCSS Objective-driven lesson plans will ensure such alignment.
- **Initiative #4** - Data analysis and disaggregation: Faculty and administrators will be trained by our vendor to effectively review data using the Data A and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making and improvements each year. Academic data will be based on the OCCT/EOI results as well as the Alpha Plus Benchmark Assessments (SCCT) and the Alpha Plus Formative Assessments for progress monitoring of student success on the state standards and objectives.
- **Initiative #5** – Professional Development: During the three school years, Alpha Plus will provide approximately two days per month in instructional facilitation, online support, as well as on-site professional development. In order to support the Turnaround Plan, we will have bi-monthly on-site vendor facilitators assist teachers and administrators by modeling research-based practices in planning, instruction, assessing, and analyzing data through job-embedded professional development. Our vendor will also provide continuous professional development (online as well as on-site) aligned with WISE

Rapid indicators, needs assessment (WWOS), student achievement data, and monthly and yearly reports for accountability with all stakeholders.

- **Initiative #6** – Remediation of Students: An Action Plan will be implemented at our high school that will address differentiated instructional strategies in the classroom, and provide mentoring and feedback sessions. Weekly collaborative meetings between the core team and the remedial team will focus on interventions of students not mastering the state’s PASS/CCSS objectives.
- Capacity of external provider to serve the identified Priority schools and their selected intervention models.

Our vendor will be skilled and competent in the Turnaround Model, as the following evidence demonstrates.

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

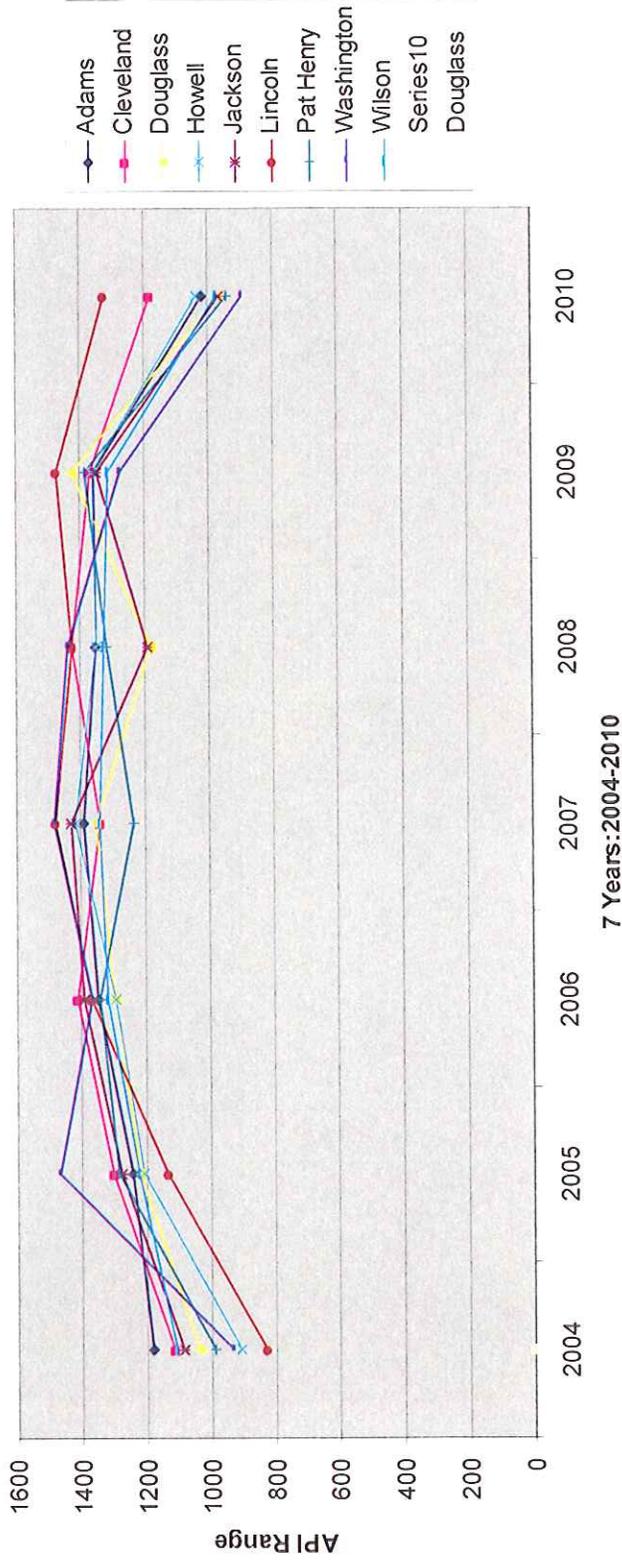
Our evidence of this vendor’s success in working with similar populations follows.

Alpha Plus Impact on Lawton Public Schools' API

Years API	04	05	06	07	08	09	10	11
Elementary Schools								
Adams	1182	1242	1348	1390	1350	1357	1016	
Cleveland	1115	1297	1407	1336	1425	1366	1179	
Douglass	1035	1217	1293	1354	1179	1424	967	
Howell	907	1209	1293	1419	1353	1361	1036	
Jackson	1085	1275	1389	1426	1191	1348	964	
Lincoln	827	1132	1366	1477	1424	1470	1323	
Pat Henry	991	1283	1344	1235	1318	1386	942	
Washington	933	1467	1368	1479	1436	1275	891	
Wilson	1110	1224	1317	1342	1329	1314	973	
Middle Schools								
Central	878	889	1285	1326	1329	1341	1178	

- Shaded areas indicate years schools implemented the Alpha Plus Method.

Alpha Plus Impact on API



Impact of Alpha Plus on Oklahoma School Districts' API: A Longevity Report

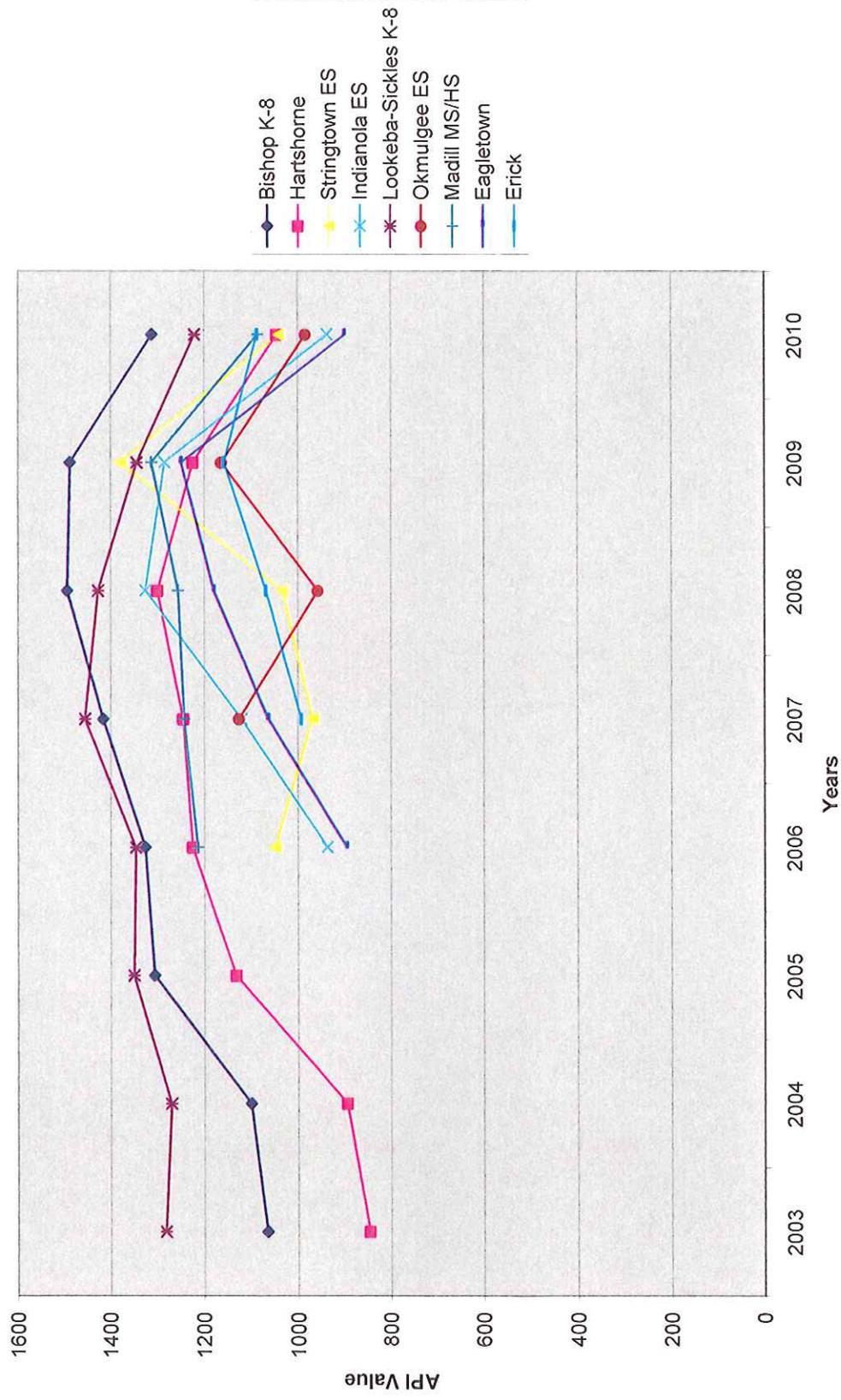
School Districts	03	04	05	06	07	08	*09	10	11
**Bishop K-8	1066	1101	1306	1326	1416	1494	1488	1312	1401
**Hartshorne	846	894	1132	1224	1245	1300	1224	1046	1047
**Stringtown ES				1049	969	1033	1379	1041	1109
**Indianola ES				938	1123	1327	1286	938	1059
**Lookeba-Sickles K-8	1282	1270	1350	1346	1455	1427	1344	1221	1203
**Okmulgee ES					1126	957	1164	984	1023
**Madill MS/HS				1215	1244	1257	1314	1087	1058
**Eagletown				895	1064	1180	1250	899	982
**Erick					994	1070	1159	1089	1152

Shaded areas indicate years schools implemented the Alpha Plus Method

All schools listed continue to use the Alpha Plus materials

*Year Cut scores were significantly raised

Alpha Plus Impact Pattern



As previously noted, we are in the process of soliciting bids, according to our procurement policy. We will note in the bidding notification that the provider must be able to meet all the specifications outlined in this application, ensuring that our ultimate selection aligns with our model for success.

Attachment A

PURCHASING AND DISTRIBUTION

Policy

It is the policy of the Clayton Board of Education that purchasing and distribution shall be under the supervision of the superintendent, but may be delegated in writing by the superintendent to a principal or teacher. Written delegations of authority should contain specific limitations imposed by the board or superintendent upon the designee or may provide a complete delegation of purchasing and distribution duties. No person except the superintendent or the superintendent's designee shall make purchases without written authorization.

The superintendent should take advantage of discounts for buying in quantity and, if possible, purchase in sufficient quantities for one full school term. Requisitions for supplies shall follow the appropriate chain of command, originating from teachers, through the principal, to the superintendent. Purchases shall be made from local firms when economically wise to do so.

No expenditure involving an amount greater than \$500.00 shall be made except in accordance with a written contract or purchase order.

BIDS AND QUOTATIONS

To ensure competitive purchasing, the District shall seek quotes on the acquisition of needed equipment and supplies between the amounts of \$2,000 to \$10,000. All purchases exceeding \$10,000 will require sealed and notarized bids and Board of Education approval. A summary of quotes and/or bids will be attached to purchase orders.

No contract involving an expenditure of more than \$25,000 for the purpose of erecting a building or making any improvements on school buildings shall be made except upon sealed proposals and to the lowest or best responsible bidder. This does not prohibit the district from erecting a building or making improvements on a forced account basis. The term "forced account" means the purchase of necessary materials and the employment of necessary workmen, by the school district itself, rather than entering into a contract with a building or other contractor to construct the building or other improvement. No contract involving sums in excess of \$25,000 shall be split into partial contracts involving sums below \$25,000 for the purpose of avoiding the requirements of the Oklahoma competitive bidding law.

For contracting with this grant, we will follow this policy and detail in the contractual bidding process additional sections, patterned after the below policy and bidding details. We include this to show we understand large contracts and the bidding process necessary to ensure competition.

FOOD PROCUREMENT POLICY AND BIDDING PLAN

CLAYTON PUBLIC SCHOOL DISTRICT I-10

CHILD NUTRITION PROGRAM

200.625

The Clayton Public School District I-10 Board of Education, known hereinafter as the LEA, in order to comply with the applicable provisions of the USDA procurements standards and any LEA purchasing policies and procedures has established and made accessible to all of its employees with authority to purchase for the Child Nutrition Program, hereinafter called the CNP, the following procurement plan for the purchase of goods and services for the CNP's under its authority:

1. EFFECTIVE DATE

The effective date of the procurement plan will be December 11, 2000.

2. PURPOSE AND GOAL

The purpose of this procurement plan is to establish procedures for the procurement of food, equipment, other supplies and services that will ensure that such materials and services are obtained in an effective manner and in compliance with all applicable federal and state laws. All procurement transactions of the Clayton School Food Service, without regard to dollar value, will be conducted in a manner that provides maximum open and free competition. It is the goal of the Clayton School Food Service to purchase only quality merchandise and services that will assist in meeting the goal of serving high quality meals at a reasonable cost.

3. AUTHORIZED PURCHASING AGENTS FOR THE CNP

The following personnel are authorized to purchase for the Clayton CNP:

1. Superintendent or designee

All large purchases through formal bidding or contract award as approved by the local Board of Education.

2. Kitchen Manager

Produce, meats, vegetables and other items that are purchased from week to week will be under small purchase procedure.

4. OPEN AND FREE COMPETITION

Such will exist to the maximum extent possible by, among other ways:

- A. The maintenance of a request file for potential bidders;
- B. Involvement of all known vendors to the extent they are capable of meeting the needs of the LEA;
- C. Utilization of clear, fair and identical specifications;
- D. The public announcement of this procurement plan annually or the issuing of same to any interested party;
- E. The advertising or posting of all bids, proposals, etc.;
- F. The mailing of "invitations to bid" to all known potential bidders.

5. COMPARABILITY OF PRICES AND PRODUCTS

Such will be achieved through:

- A. The use of identical specifications;
- B. An ongoing evaluation of products and services.

6. ADEQUATE DOCUMENTATION

Such will be achieved through, among other ways:

- A. Bidder request files;
- B. Records of communication (telephone quotes, written quotations, proposals, bid instruments);
- C. Records of the opening and awarding of sealed bids, proposals and quotations;
- D. If the lowest bid, proposal, or quotation is not selected, documentation of the reasons;
- E. Post-award notification to all vendors who responded;

F. Other documentation as required.

7. CODE OF CONDUCT

No employees, officers of agents of this LEA nor any member of his or her immediate family, his or her partner, nor an organization which employs, or is about to employ, any of the above shall participate in selection, or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved. The LEA's officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub agreements. Included in this prohibition is the purchase by employees from vendors serving the LEA food or other items for personal use. Neither shall any employee of the LEA be provided a meal served by the LEA without paying (either by district or employee) the established price for such meal.

8. PROCUREMENT PLAN REVIEW PROCEDURES

The superintendent of schools will review procurement actions thereby ensuring that procurement activities comply with the standards set forth in applicable state and federal law, avoid the purchase of unnecessary or duplicative items, and represent a fair, efficient, and effective procurement system.

9. CONTRACT ADMINISTRATION

- A. All purchases will be verified upon receipt;
- B. Assurance that all contractors and vendors conform in accordance with the terms, conditions, and specification of their contracts on purchase orders will be realized;
- C. All successful vendors and contractors will be informed as to how, when and on what basis payments will be made.

The following persons will be responsible for contract administration:

- i. Superintendent of Schools
- ii. Administrative Assistant
- iii. Kitchen Managers

10. CONTRACTING WITH SMALL AND MINORITY FIRMS, WOMEN'S BUSINESS ENTERPRISES AND LABOR SURPLUS AREA FIRMS

To the extent possible, the above-mentioned contractors will be offered contracts when they are potential sources for goods and services, and when economically feasible total

requirements will be divided into smaller quantities and delivery requirements established to permit maximum participation by these contractors.

11. CONTRACT PROVISIONS

A. All contractors other than small purchases

- i. Contracts other than small purchase will contain provisions or conditions which will allow for administrative, contractual, or legal remedies in instances where contractors violate or breach contract items and provide for such sanctions and penalties as may be appropriate.
- ii. All contracts other than small purchases will include a provision to the effect that the LEA, the state agency, USDA, the comptroller general of the United States, or any of their duly authorized representatives, will have access to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract, for the purpose of making audit, examination, excerpts and transactions.

B. Contracts over \$10,000

- i. All contracts in excess of \$10,000 will contain suitable provisions for termination by the grantee including the manner by which it will be effected and the basis of settlement. In addition, such contracts will describe conditions under which the contract may be terminated by default because of circumstances beyond the control of the contractor.
- ii. All contracts awarded in excess of \$10,000 by grantees and their contractors or sub-grantees will contain a provision requiring compliance with executive order 11246, entitled, "Equal Employment Opportunity," as amended by Executive Order 11375, and as supplemented in Department of Labor regulations (41 LMRT 60).

C. All contracts

All contracts will recognize mandatory standards and policies relating to energy efficiency which are contained in the State Energy Conservation Plan issued in compliance with the Energy Policy and Conservation Act (P.L. 94-165).

12. PROCUREMENT METHODS

The procurement methods that will be used by the LEA and the categories of goods and services that will be purchased by each method are as follows:

Note: The \$10,000 threshold may apply to individual items or multiple items purchased on an aggregate basis. "Aggregate" is defined as any purchase or group of

purchases estimated at \$10,000 or more and capable of being secured from a single source on a given date or purchase period. Breaking up purchases with the intent of circumventing formal advertising procedures is contrary to federal procurement regulations.

A. Small purchase procedures will be used to purchase:

- i. Foods where the aggregate cost is less than \$10,000.
- ii. Fresh products, meats and vegetables
- iii. Equipment and supplies where the aggregate is less than \$5,000.

Small purchase procedures will require that price quotations will be received by telephone or by personal contact with a salesperson and that at least two (or more) price quotations be received. Proper documentation of the price quotations must be made and should be attached to the copy of the purchase order issued for such a purchase.

B. Competitive sealed bids will be used to purchase

- i. Milk and milk products
- ii. Canned and staple foods, fresh and frozen meats, and other foods where the aggregate is more than \$10,000.
- iii. Cleaning supplies, paper supplies and other non-food supplies, and equipment where the aggregate is more than \$5,000.

The LEA will use this method of procurement when time permits even though the expected aggregate amount may be less than the amount stipulated above.

When competitive sealed bids are used, the following conditions, stipulations, and terms will be included:

- i. The invitation to bid will be publicly advertised.
- ii. Bids will be published from an adequate number of known suppliers in sufficient time prior to the date set for opening the bids.
- iii. The invitation for bid will clearly define the item or services needed in order for bidder to be able to properly respond. This includes product specifications and general purchasing conditions.
- iv. All bids will be opened publicly at the time and place stated in the "invitation to bid."

- v. A firm, fixed-price contract award will be made by written notice to the responsible bidder whose bid is lowest, assuming the bid conforms to the requirements in the invitation to bid, except that preference will be given to products, manufactured, or grown in Oklahoma, if goods are not inferior quality to those offered from outside the state.
 - vi. Where specified in the bidding documents, factors such as discounts, transportation costs, and life cycle costs (for equipment), if applicable, will be considered in determining which bid is lowest.
 - vii. Payment discounts will only be used to determine the low bid when prior experience of the LEA indicates that such discounts are generally known.
 - viii. Any and all bids may be rejected when there are sound documented reasons in the best interest of the program.
 - ix. Cost plus a percentage of cost method of contracting is prohibited.
- C. Competitive negotiation will be used whenever competitive sealed bids are determined to be inappropriate, infeasible or impossible, and will adhere to the following conditions, stipulations, and terms:
- i. Proposals will be solicited from an adequate number (at a minimum, two) of qualified sources to permit reasonable competition.
 - ii. The request for proposals will be publicized and reasonable requests by other sources to compete must be honored to the maximum extent possible.
 - iii. The request for proposal will identify all significant evaluation factors including price or cost where required and their relative importance.
 - iv. The LEA will provide a mechanism for technical evaluation of the proposals received, to determine which responsible bidders will be further contacted for the purpose of further written and verbal discussion, and selection for contract award.
 - v. The contract will be awarded to the responsible bidder whose proposal is most advantageous to the LEA when price and other factors are considered. Either a fixed-price or a cost reimbursement-type contract may be awarded.

13. PROCUREMENT CALENDAR

Clayton School Food Service will bid milk and milk products annually. The “invitation to bid” will be published in the local newspaper three weeks prior to opening of bids. Bids will be opened the second week in July.

14. PROCUREMENT PLAN CHANGES

Changes in the procurement plan will be made as conditions warrant.

**SCHOOL LAWS OF OKLAHOMA
WHICH AFFECT PROCUREMENT PRACTICES**

1. NON-KICKBACK AFFIDAVIT REQUIRED FOR CERTAIN INVOICES
SUBMITTED FOR PAYMENT.

Except as otherwise provided by law, on every contract entered into by any county or local subdivision of the state for an architect, contractor, engineer, or supplier of material of Twenty Five Thousand Dollars (\$25,000) or more, shall be the following signed statement.

State of Oklahoma)
)
County of Pushmataha)

The undersigned (architect, contractor, supplier or engineer), of lawful age, being first duly sworn, on oath says that this contract is true and correct. Affiant further states that the (work, services, or materials) will be (completed or supplied) in accordance with the plans, specifications, orders or requests furnished the affiant. Affiant further states that (s)he has made no payment directly or indirectly to any elected official, officer or employee of the State of Oklahoma, any county or local subdivision of the state, of money or any other thing of value to obtain or procure the contract or purchase order.

Contractor, Supplier, Engineer

Subscribed and sworn to before me this ____ day of _____, 20 ____.

Notary Public (or clerk or judge)

My commission expires _____.

CRITICAL PATH FOR THE DEVELOPMENT OF ANNUAL CONTRACT

Start dates:

April 1

Tasks:

Make ready

* Determine needs and repairs

* Prepare documents needed

June 1

Issue draft of bid documents

*Solicit bids

*Revise as required

June 15

Issue final bid documents

*Publicly advertise

Second Monday in July

Bid opening

*Review bids and award contracts

(end Attachment A)

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.

Resource	Alignment with 1003(g)
Title I, Part A \$94,209.37*	Reading & Math 9-12
Title II, Part A \$22,770.16**	Innovative Programs **
Title II, Part D	n/a
Title III, Part A	n/a
Other Federal Resources – Title VII - \$22,204	Supplemental Materials for all curriculum areas – After school and summer school tutors
Federal REAP - \$10,002	Used for A+ Software & technology equipment
State Resources	Used to purchase A+ Software
<ul style="list-style-type: none"> • <i>Ace Remediation - \$6,727</i> • <i>Furnish Apangea Math Program</i> 	Used to purchase Apangea Math Program

***Primarily Salaries – Reading Teacher; Teacher Assistants – to be assigned**

****REAP -- See attached justification, following page.**

Title VI Part B (Subpart 1) Rural Education Achievement Program (REAP-Flex) Budget Justification

DO NOT COMPLETE THIS FORM UNLESS YOU ARE ELIGIBLE TO PARTICIPATE IN THE REAP FLEX PROGRAM

Project Code: 586 FY2012 Allocation: \$22,770.16 District: Clayton Public School 1010 County: Pushmataha 64

Provide the information requested below for each amount budgeted in the REAP-FLEX OCAS Summary Budget. Review REAP-FLEX Sample OCAS Coding Sheet to complete this page. (Use additional pages as necessary.)

Function	Object	Detailed Expenditure Description and Itemization	Project Cost
1000	100	Provide before-and-after-school tutors, who are highly qualified teachers, for students having difficulty with reading/language/writing skills and math.	\$1,500.00
1000	200	Benefits for tutors - FICA/Medicare/Teacher Retirement	\$257.00
1000	300	Educational programs for all students that provide a safe and drug-free environment that enhances academic achievement and helps students build strong character and self-esteem; also, programs for bullying, self-control, anger management, sexual harassment and drug prevention.	\$1,000.00
1000	530	Supplemental instructional software on-line subscriptions for math/reading/language/writing subject areas.	\$5,475.00
1000	600	Supplemental instructional materials for tested areas, research and remediation in reading/language/writing skills and math; character education; school drug and safety program materials for Pre-K-12; and bullying prevention program materials. Computers/software/accessories to supplement tested areas, research, remediation in reading/language/writing and math areas.	\$12,573.56
2213	500	Travel expenses for staff members to attend training workshops or classes in reading/language/writing and/or math	\$500.00
2213	860	Workshop registration or tuition costs for staff members to attend workshops or classes in reading/language/writing and/or math	\$750.00
			\$22,055.56

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.

We have modified our principal job description to incorporate the competencies described in the LEA section, drawing on information from Public Impact. We have modified our strategic plan for the LEA in relation to the high school. We have modified our communications planning processes to ensure engagement with all stakeholders. And, we have codified the creation of this application with our school board.

We will change our policy and procedures to reflect the change in our high school calendar and start and end times to reflect the additional three weeks of instruction and the addition of 90 additional minutes of instruction time per week.

We anticipate and have planned for further improvements as we progress through the three years of this turnaround and have the ability to quickly and systematically modify and codify any processes, policies and procedures.

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 schoolwide/WISE plan includes goals and action steps that will sustain reform efforts.

Our demonstrated commitment and support from all stakeholders are reflected in our school stakeholders section. In summary, we have worked with all the stakeholders mentioned to develop this proposal and we will continue to communicate and leverage these stakeholders to implement and improve our model.

We have written plans in place to transition to this model, with much of our documentation contained within this application along with other formalized directives from our superintendent and school board and reflected in the minutes of our meetings as well as new and developing procedures. We intend to continue to develop procedures as the need arises; we believe in continual improvement.

Our strategic planning process leverages WISE planning and coaching tools, along with consultations with stakeholders.

We have formative and summative data collection procedures in place, addressing all the required data mandated by the grant criteria. These data collection mechanisms are detailed in the Data section below. We are committed to continually collecting data to support this project’s goals and inform our continual improvement efforts. Data will be continually collected by teachers on a daily basis of the individual student’s progress in the mastery of the objectives and standards. Also, data will be collected from the benchmarks given every 4 weeks and at the end of each quarter (9weeks). The use of Excel, scantron collection, gradebook, the benchmark program, and technology will allow for quick retrieval of student’s data to speed up interventions and remediation.

Our sustainability efforts will draw on continuation of formula funding as well as our continued searches for additional discretionary grant dollars through federal, state, and foundation sources. Additionally, we have tapped into our community network of funds that we can leverage. At this point, we have identified more than eight funding mechanisms that are viable. We assert that our sustainability beyond the three years of this grant will become focused toward the beginning of Year 3 as we will have baseline and improvement data to demonstrate that our program is garnering success to our goals and continuing our intervention model. Further, we will document our additional research and our continual improvement efforts to demonstrate our recognition that our learning will continue to evolve, a point not lost on funders. The WISE plan includes goals and action steps to sustain reform efforts.

**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.

School Name: Clayton High School Address: 329 N. 1 st St. Clayton, OK 74536	SIG Site Contact: Stan Laster Name & Position: Stan Laster, Math Department Head Phone#: (580).429.3208 Email Address: stanlaster@yahoo.com
Grade levels enrolled (SY11-12): 9-12	Number of Students Enrolled (SY11-12): 124
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	

Intervention Model Selected:	
<input checked="" type="checkbox"/> Turnaround Model	
<input type="checkbox"/> Closure	
<input type="checkbox"/> Restart	
<input type="checkbox"/> Transformation	
Amount the LEA is requesting from FY2009 reallocated SIG 1003(g) funds School Improvement Funds for the next three years.	
Year 1: SY 2012-13	\$10,000.00
Year 2: SY 2013-14	
Year 3: SY 2014-15	
Total Amount of Funding Requested for this School	\$10,000.00

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.

Our demonstrated commitment and support from all stakeholders are reflected in our school stakeholders section. In summary, we have worked with all the stakeholders mentioned in this bullet point. These people have all contributed to our decision to pursue the Turnaround Model for the LEA and Clayton High School. And, they have contributed to the model's design and development.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Data for 5years	Professional Development Surveys	Attendance-3 years
Literacy first	Self-assessments (certified and support),	Truancy- 3years
Oklahoma School Report Card Data	Parent Surveys	Ethnicity- 5 years
9 Essential Elements	Tulsa Model Observation surveys	Low-income-5 years
Benchmark Data	Minutes from Board meetings	Special Education-3 years
Student Grades		

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

Name	Title	Stakeholder Group
Randall Erwin	Superintendent	Administration
Stan Laster	High School Teacher	Faculty
Mona Dennis	Librarian	Faculty
Pat Glenn	Elementary Principal	Faculty
Angela Hollingsworth	President	School Board
Donnie McCarn	Vice President	School Board
Leeanna Martin	Clerk	School Board
Jerry Bell	Member	School Board
Brian Schumann	Member	School Board
Telisa Addington	Parent	Community
Michael Bray	Parent	Community
Cody Nail	Parent	Community
Melissa Robinson	Parent	Community
Tom Lucas, President of Shamrock Bank, Clayton, OK.	Business Owner	Community
Dewitt King, Kings home center, and Kings variety store	Business Owner	Community
Cheryl Linker, Clayton Pharmacy	Business Owner	Community
Greg Pyle, Chief of the Choctaw Nation (main office in Durant, Ok. Choctaw Capitol 4 miles from Clayton School)	Tribal Leader	Community
Jack Austin, Council member of the Choctaw Nation and resident of Clayton, Ok.	Tribal Leader	Community
Shannon McDaniel, Exec. Director of Choctaw Nation and former Student (Now resides at Durant, Ok.)	Tribal Leader	Community
Eddie Owens of the Clayton Today Newspaper	Newspaper Editor	Community
Little Dixie Community Action Agency, Hugo, Ok.	Partners with Clayton School on our campus for the Headstart and Early Headstart Program.	Education Entity
Kiamichi Economic Development District of Oklahoma(KEDDO)	Provides Student workers for the	Economic Development Agency

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

Our LEA and Clayton High School needs assessment process have been constructed simultaneously, since we have one Priority school. We began with our previous strategic plan, which included stakeholder input and data. We developed our comprehensive needs assessment with our stakeholders, informed by our collection, analysis and reporting of pertinent data.

We developed a historical analysis of our data, looking first at the district comprehensively and then drilling into the Priority high school data.

We used this data and submitted our assessment to the state in February.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data.</p>	<p>Our high school enrollments have remained steady during the last five years, with totals only varying at most by 26 students. Our high school algebra test passing rates are 50% in 2009-2010 as compared with the state’s average of 69%.</p> <p>Our average reading proficiency rate last year was 73% and for math it was 36%. To meet the new education mandates, we must increase rates to 79% to earn a grade of “C.”</p> <p>Graduation rates over a five year period, with no data for 2007-08, are at an average of 81.55%. This is significantly low and critical. Attendance rates over the same period 2005-10 are at an average of 95.76%. This attendance rate correlates negatively with graduation rates.</p> <p>Concerning the dropout levels from 2005-06 to 2010-11 the amounts are considerably higher in 2005-06 (12), but from 2007 to 2011 the numbers have declined significantly.</p> <p>Behavior and discipline have been documented for only 2 years and the distribution of discipline has been within normal constraints.</p> <p>Our attrition rates for faculty and staff are negative for a school our size.</p>

	<table border="1"> <tr> <td>Attrition</td> <td>2006-11</td> </tr> <tr> <td>Superintendent</td> <td>2</td> </tr> <tr> <td>High School Principal</td> <td>4</td> </tr> <tr> <td>Math teachers</td> <td>4</td> </tr> <tr> <td>English teachers</td> <td>3</td> </tr> <tr> <td>Science teachers</td> <td>2</td> </tr> </table> <p>From 2006 to 2010 Clayton Schools had the same superintendent. In the beginning of the 2010-2011 school year, we hired a new superintendent. Our high school principal has changed every year until 2010-2011, and we are set to have a new principal in 2012-13. Our math teacher has changed 4 times in 5 years, with the math teacher being replaced three times in 2 years in one instance. In 2010-2011, the math teacher was replaced at semester and in 2011-2012 a new math teacher was hired. From 2006 to 2010 the same English teacher was in place with new hires coming in 2010 and 2011.</p>	Attrition	2006-11	Superintendent	2	High School Principal	4	Math teachers	4	English teachers	3	Science teachers	2
Attrition	2006-11												
Superintendent	2												
High School Principal	4												
Math teachers	4												
English teachers	3												
Science teachers	2												
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The district needed a comprehensive curriculum map with more detailed vertical and PASS alignment. Our processes to monitor, evaluate and review curriculum have been plagued by teachers, department heads, and curriculum designers being overloaded and collaborations being inconsistent. Our ties to the state test were creating hazards for students, whose goals focused on pass rates and not necessarily geared to <i>learning</i>.</p>												
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Benchmark assessments and alignments to PASS are not fully deployed throughout the school. Use of on-going assessment data is not fully used by all teachers for all subjects.</p>												
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>Data to track learning indicates students needing remediation is not deployed.</p>												
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>Our learning environment is not focused on ensuring all students succeed, with comprehensive remediation for students included.</p>												
<p>Student, Family, and Community Support: Includes communication methods and including</p>	<p>Our community is engaged from a high level with representation from an array of stakeholders. However, our connection with parents as partners for every high school student is not existent.</p>												

parents as partners.	
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.	We offer professional development and evaluation of teachers to annual plans of action, but these plans are not focused enough schoolwide to leverage capacity building. Evaluation processes are not consistent throughout the school.
Leadership: Includes process for decision making, policies and procedures, and the shared vision.	Our leaders do not have a defined process for decision making and continual improvements are not highlighted. Our shared vision is not fully deployed.
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.	Our teaming mechanisms are not fully deployed. Our resources are thin and do not encourage efficiency.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	We do not have a defined process for collaboration nor do we have specific times carved out for this collaboration – vertically or horizontally. Teachers use data independently instead of collaboratively.

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.

Building upon our data review, described above, we gathered state assessment reviewer comments and used them as guidance. We furthered our work to improve our LEA as it relates to all our schools but for the purposes of this grant, we have focused only on Clayton High School.

We looked at all the models in relation to our needs and initiatives needed. We reviewed the guiding questions for each model from the National Center on Innovation and Improvement in its *Handbook on Effective Implementation of School Improvement Grants*. We determined that the Turnaround Model fit our needs and initiatives most comprehensively.

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?

We then tested this evaluation and our model selection with our stakeholders to ensure viability and gain buy-in.

Then, we determined the vendors we would need to engage. And, we built out our budget for this grant to cover the goals we developed for the LEA (as it relates only to the high school) and Clayton High School.

We have constructed a detailed and realistic timeline, connected to our SMART goals. We have determined that our superintendent Randall Erwin along with our Math Department Head Stan Laster will lead our improvement efforts, along with our new principal for Clayton High School and our new Turnaround Officer. Both current employees have been fully engaged in our entire grant development process – from our needs assessment through development of our intervention

model. Timelines are reflected in our school's section.

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 subgroup for Clayton High School who score satisfactorily on the state Reading/Language Arts test in the Oklahoma Core Curriculum Test will increase from the current 73% to 79% in the 2012-2013 school year.
Goal for 2013-2014: The percentage of All Students subgroup for Clayton High School who score satisfactorily on the state Reading/Language Arts test in the Oklahoma Core Curriculum Test will increase 79% to 85% 2013-2014 school year.
Goal for 2014-2015: The percentage of All Students subgroup for Clayton High School who score satisfactorily on the state Reading/Language Arts test in the Oklahoma Core Curriculum Test will increase from 85% to 87% 2014-2015 school year.
Rationale: Our focus on the Write Source program and state standards for learning objectives will give our students the supports they need to excel. Our focus on student growth will help us address the new Oklahoma A-F law as well. Further, our focus on the other initiatives (#1-6 in total) will give our students the necessary remediation they need with swiftness and accuracy. Teachers will be more prepared and will be collaborating, curriculum will be aligned, progress will be assessed more regularly (every 4 weeks), and benchmark assessments will be more robust. Interventions will be in place for struggling students from the prior year's state test or benchmarks so that we can begin immediate remediation and interventions instead of waiting until the first 6 weeks grades are tabulated. Data collection will be strengthened; textbooks and supplemental materials will be aligned.

SMART Mathematics Goals
Goal for 2012-2013: The math growth and proficiency scores for students in the All Students subgroup will increase from 36% (the 2011-2012 score) to 50% in the 2012-2013 school year.
Goal for 2013-2014: The math growth and proficiency scores for students in the All Students subgroup will increase from 50% (the 2011-2012 score) to 60% the 2013-2014 school year.
Goal for 2014-2015: The math growth and proficiency scores for students in the All Students subgroup will increase from 6% (the 2011-2012 score) to 79% in the 2014-2015 school year.
Rationale: Our focus on Alpha Plus and Apangea Math programs state standards for learning objectives will give our students the supports they need to excel. Our focus on student growth will help us address the new Oklahoma A-F law as well. Further, our focus on the other initiatives (#1-6 in total) will give our students the necessary remediation they need with swiftness and accuracy. Teachers will be more prepared and will be collaborating, curriculum will be aligned, progress will be assessed more regularly (every 4

weeks), and benchmark assessments will be more robust. Interventions will be in place for struggling students from the prior year's state test or benchmarks so that we can begin immediate remediation and interventions instead of waiting until the first 6 weeks grades are tabulated. Data collection will be strengthened; textbooks and supplemental materials will be aligned.

SMART Graduation Rate Goals
Goal for 2012-2013: The percentage of 4th year seniors at Clayton High School will increase from the current five year average of 81% to 85% in the 2012-2013 school year.
Goal for 2013-2014: The percentage of 4th year seniors at Clayton High School will increase from 85% to 88% in the 2013-2014 school year.
Goal for 2014-2015: The percentage of 4th year seniors at Clayton High School will increase from 88% to 91% in the 2014-2015 school year.
Rationale: Our comprehensive initiatives (#1-6) will add the necessary leadership changes, increase in teacher effectiveness, curriculum changes, data analysis, professional development and student remediation plans to support our students through graduation and lead them into post-secondary education pursuits.

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.

Resource	Alignment with 1003(g)
Title I, Part A \$94,209.37*	Reading & Math – high school
Title II, Part A \$22,770.16**	Innovative Programs **
Title II, Part D	n/a
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Other Federal Resources – Title VII - \$22,204	Supplemental Materials for all curriculum areas – After school and summer school tutors
Federal REAP - \$10,002	Used for A+ Software & technology equipment
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<ul style="list-style-type: none"> • <i>Ace Remediation - \$6,727</i> • <i>Furnish Apangea Math Program</i> 	Used to purchase Apangea Math Program

***Primarily Salaries – Reading Teacher; Teacher Assistants – to be assigned**

****REAP**

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.

Our modifications are aligned with our LEA's since we have one priority school: We have modified our principal job description to incorporate the competencies described in the LEA section, drawing on information from Public Impact. We have modified our strategic plan for the LEA in relation to the high school. We have modified our communications planning processes to ensure engagement with all stakeholders. And, we have codified the creation of this application with our school board.

We will change our policy and procedures to reflect the change in our high school calendar and start and end times to reflect the additional three weeks of instruction and the addition of 90 additional minutes of instruction time per week.

We anticipate and have planned for further improvements as we progress through the three years of this turnaround and have the ability to quickly and systematically modify and codify any processes, policies and procedures.

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 schoolwide/ WISE plan includes goals and action steps that will sustain reform efforts.

Our modifications are aligned with our LEA's since we have one priority school: Our demonstrated commitment and support from all stakeholders are reflected in our school stakeholders section. In summary, we have worked with all the stakeholders mentioned to develop this proposal and we will continue to communicate and leverage these stakeholders to implement and improve our model.

We have written plans in place to transition to this model, with much of our documentation contained within this application along with other formalized directives from our superintendent and school board and reflected in the minutes of our meetings as well as new and developing procedures. We intend to continue to develop procedures as the need arises; we believe in continual improvement.

Our strategic planning process leverages WISE planning and coaching tools, along with consultations with

stakeholders.

We have formative and summative data collection procedures in place, addressing all the required data mandated by the grant criteria. These data collection mechanisms are detailed in the Data section below. We are committed to continually collecting data to support this project's goals and inform our continual improvement efforts. Data will be continually collected by teachers on a daily basis of the individual student's progress in the mastery of the objectives and standards. Also, data will be collected from the benchmarks given every 4 weeks and at the end of each quarter (9weeks). The use of Excel, scantron collection, gradebook, the benchmark program, and technology will allow for quick retrieval of student's data to speed up interventions and remediation.

Our sustainability efforts will draw on continuation of formula funding as well as our continued searches for additional discretionary grant dollars through federal, state, and foundation sources. Additionally, we have tapped into our community network of funds that we can leverage. At this point, we have identified more than eight funding mechanisms that are viable. We assert that our sustainability beyond the three years of this grant will become focused toward the beginning of Year 3 as we will have baseline and improvement data to demonstrate that our program is garnering success to our goals and continuing our intervention model. Further, we will document our additional research and our continual improvement efforts to demonstrate our recognition that our learning will continue to evolve, a point not lost on funders. The WISE plan includes goals and action steps to sustain reform efforts.

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.

Our pre-implementation activities are directly aligned with our initiatives and will include recruiting and hiring all personnel and vendors necessary to achieve our goals. While we will hire personnel and vendors, costs for these will be incurred in the implementation of the program via contracts, so no costs are associated with these activities prior to the beginning of the school year. Our current leadership team (Mr. Erwin and Mr. Laster) will coordinate and lead these efforts to hire a new high school principal (June 2012), a turnaround officer (June/July 2012), external providers/resources for Alpha Plus, Apangea, and Write Source (July/August 2012). All pre-implementation activities will be complete by Aug. 10 so that we can start the new school year with all these critical elements in place. All contracts will stipulate this timing.

Our policy and procedures that will need to be modified will be developed and approved by the school board no later than the June board meeting (pending notification of our securing this grant funding beginning in the 2012-2013 school year). This will include, but will not be limited to, the change in high school calendar and start and end times to reflect the additional three weeks of instruction and the addition of 90 additional minutes of instruction time per week. We will communicate these changes to our stakeholders by postal mail, email (where appropriate), phone

calls to all high school students' homes, and hold at least 4 informational meetings.

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.

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
<p>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.</p>	<p>Work with leadership team and staff on implementing our comprehensive plan and initiatives to work toward increasing student achievement and graduation rates.</p> <p>Further develop, deploy, improve upon and work with leadership team to implement initiatives:</p> <p>Supported by our vendor partnership and our leadership team (superintendent, head of math department, Turnaround Officer, and new high school principal), Clayton High School will implement the following initiatives:</p> <ul style="list-style-type: none"> • Initiative #1 – Leadership for Change: Our Leadership Team will meet with our external vendor Consultants twice per quarter. Our first meeting will be this spring to assist in launching the district’s Capacity Plan and to improve/revise the plan based on SDE’s. This will help us as we transition into adopting the CCSS and to support the focus we have on ensuring effective instruction for all high school students. Leadership development with the principal will include walkthroughs, coaching debriefing, and modeling. • Initiative #2 – Teacher Effectiveness: Teachers will be coached/mentored by Alpha Plus Facilitators and provided onsite/online Professional Development workshops. The Spring tests data will 	<p>Aug 2012-2013</p> <p>2013-2014</p> <p>2014-2015</p> <p>All timelines for #1 will be on-going throughout the term of the grant and using sustaining funds beyond this timeframe (furthered detailed below for each initiative in appropriate sections)</p>	<p>Principal with Randall Erwin (superintendent), Stan Laster (math department head), Turnaround Officer, Vendors (referred to as Leadership Team throughout this action plan)</p>

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>indicate if a teacher will be placed on a coaching plan during each of the three grant-funded years. Alpha Plus benchmark assessments and formative assessments will be used throughout the year to monitor teacher effectiveness and student growth on a quarterly basis. Daily Apangea online lessons will further our student growth. Also, Write Source will further spur reading and literacy growth.</p> <ul style="list-style-type: none"> • Initiative #3 – Curriculum: The district will augment its existing work on curriculum alignment and mapping, leveraging our vendors' extensive expertise. These initiatives include reducing overlaps, increasing vertical alignment, and matching resources such as textbooks to support the state PASS/CCSS - to be objective focused rather than textbook driven. Using the Item Specifications, Pacing Calendars, and PASS/CCSS Objective-driven lesson plans will ensure such alignment. • Initiative #4 - Data analysis and disaggregation: Faculty and administrators will be trained by our vendor to effectively review data using the Data A and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making and improvements each year. Academic data will be 		

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>based on the OCCT/EOI results as well as the Alpha Plus Benchmark Assessments (SCCT) and the Alpha Plus Formative Assessments for progress monitoring of student success on the state standards and objectives.</p> <ul style="list-style-type: none"> Initiative #5 – Professional Development: During the three school years, Alpha Plus will provide approximately two days per month in instructional facilitation, online support, as well as on-site professional development. In order to support the Turnaround Plan, we will have bi-monthly on-site vendor facilitators assist teachers and administrators by modeling research-based practices in planning, instruction, assessing, and analyzing data through job-embedded professional development. Our vendor will also provide continuous professional development (online as well as on-site) aligned with WISE Rapid indicators, needs assessment (WWOS), student achievement data, and monthly and yearly reports for accountability with all stakeholders. Initiative #6 – Remediation of Students: An Action Plan will be implemented at our high school that will address differentiated instructional strategies in the classroom, and provide mentoring and feedback sessions. Weekly collaborative meetings between 		

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and</p> <p>B) Select new staff.</p>	<p>the core team and the remedial team will focus on interventions of students not mastering the state's PASS/CCSS objectives.</p> <p>Further activities: Provide time and resources for vertical and horizontal planning for teachers.</p> <p>Supervise, counsel and ensure teachers have the resources necessary to meet the goals and objectives in their comprehensive plan.</p> <p>Incentivize the principal for successes in achieving SMART goals at a rate of \$1,500 per goal per year (3 goals per year x \$1500 = \$4,500 per year – SIG funds) The principal's salary is an LEA budgeted expense.</p> <ul style="list-style-type: none"> ● Initiative #2 – Teacher Effectiveness: Teachers will be coached/mentored by Alpha Plus Facilitators and provided onsite/online Professional Development workshops. The Spring tests data will indicate if a teacher will be placed on a coaching plan during each of the three grant-funded years. Alpha Plus benchmark assessments and formative assessments will be used throughout the year to monitor teacher effectiveness and student growth on a quarterly basis. 		Principal +

Name of School: Clayton High School

Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Using competencies (previously discussed) for Turnaround Leaders and faculty selection from Public Impact and associated resources, develop evaluation/assessment tool for faculty "best fits". Modify appropriate faculty contracts and necessary policies and procedures.</p> <p>Interview all staff members to gauge interest in remaining on faculty at Clayton High School.</p> <p>Staffing numbers will remain the same except for the addition of one math coach, to increase teacher effectiveness and student growth.</p> <p>Assess all faculty</p> <p>Rehire no more than 50% of faculty.</p> <p>Hire one Reading Specialist.</p>	<p>June 2012</p> <p>June 2012</p> <p>July 2012</p> <p>July 2012</p> <p>July 2012</p>	<p>Leadership Team + Board Approval</p> <p>Principal + Leadership Team</p> <p>Principal</p> <p>Principal</p> <p>Leadership Team</p>
<p>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.</p>	<ul style="list-style-type: none"> • Initiative #2 – Teacher Effectiveness: Teachers will be coached/mentored by Alpha Plus Facilitators and provided onsite/online Professional Development workshops. The Spring tests data will indicate if a teacher will be placed on a coaching plan during each of the three grant-funded years. Alpha Plus benchmark assessments and formative assessments will be used throughout the year to 		<p>Principal (for this entire section)</p>

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
4. Provide staff with ongoing, high-quality, job-embedded professional development 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>monitor teacher effectiveness and student growth on a quarterly basis.</p> <p>Incentivize faculty for student achievement – Stipends of \$750 per year per teacher x 15 teachers = \$11,250 for teachers whose students achieve the SMART goals detailed above. Incentive stipends for 2 aides will be \$500 per year per aide x 2 aides = \$1,000 per year</p> <p>The school week will be extended by 90 minutes – Stipends of \$2,000 per year per teacher x 15 teachers = \$30,000</p> <p>The school year will be extended by 3 weeks per year -- Stipends of \$2,000 per year per teacher x 15 teachers = \$30,000.</p> <ul style="list-style-type: none"> ● Initiative #5 – Professional Development: During the three school years, Alpha Plus will provide approximately two days per month in instructional facilitation, online support, as well as on-site professional development. In order to support the Turnaround Plan, we will have bi-monthly on-site vendor facilitators assist teachers and administrators by modeling research-based practices in planning, instruction, assessing, and analyzing data through job-embedded professional development. Our vendor will also provide continuous professional development (online as well as on-site) aligned with WISE Rapid indicators, needs assessment 	<p>May 2013</p> <p>May 2014</p> <p>May 2015</p> <p>(timing is the same for payment of each stipend in this section)</p>	Turnaround Officer + Principal

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>(WWOS), student achievement data, and monthly and yearly reports for accountability with all stakeholders.</p> <p>Provide 5 days of site-based training \$10,000.00 professional development for faculty and staff on the Turnaround Intervention Model, all initiatives and roles and responsibilities.</p> <p>Provide 5 days of a teacher institute for each teacher -- \$200.00/day x 5 days institute x 15 teachers = \$15,000.00</p>	<p>July 2012, July 2013, July 2014 + 4 other Professional development days throughout each year</p> <p>July 2012, July 2013, July 2014</p>	
<p>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.</p>	<p>Turnaround Officer hired in the pre-implementation phase and using SIG funds - \$5,000. This will be a ½ FTE position, sharing responsibilities with the librarian (already in place) to achieve all goals.</p> <p>Incentivize the Turnaround Officer and Librarian for successes in achieving SMART goals at a rate of \$1,500 per goal per year (3 goals per year x \$1500 = \$4,500 per year – to be split equally between these two positions.)</p>	<p>June/July 2012, renewing contract annually in July 2013, 2014</p>	<p>Randall Erwin, Superintendent, with input from Leadership Team</p>
<p>6. Use data to identify and implement an instructional program that is research-based and</p>	<ul style="list-style-type: none"> ● Initiative #3 – Curriculum: The district will 	<p>July 2012-on-going</p>	<p>Principal + Leadership Team +</p>

Name of School: Clayton High School

Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>“vertically aligned” from one grade to the next as well as aligned with State academic standards.</p>	<p>augment its existing work on curriculum alignment and mapping, leveraging our vendors’ extensive expertise. These initiatives include reducing overlaps, increasing vertical alignment, and matching resources such as textbooks to support the state PASS/CCSS - to be objective focused rather than textbook driven. Using the Item Specifications, Pacing Calendars, and PASS/CCSS Objective-driven lesson plans will ensure such alignment.</p> <p>Costs – Alpha Plus vendor \$40,000 per year ; Write Source program and vendor \$20,000.00; Apangea, costs already covered by SEA.</p>	<p>through grant cycle</p>	<p>Vendors</p>
<p>7. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<ul style="list-style-type: none"> ● Initiative #4 - Data analysis and disaggregation: Faculty and administrators will be trained by our vendor to effectively review data using the Data A and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making and improvements each year. Academic data will be based on the OCCT/EOI results as well as the Alpha Plus Benchmark Assessments (SCCT) and the Alpha Plus Formative Assessments for progress monitoring of student success on the state standards and objectives. 	<p>July 2012-on-going through grant cycle</p>	<p>Principal + Leadership Team + Vendors</p>

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> Initiative #6 – Remediation of Students: An Action Plan will be implemented at our high school that will address differentiated instructional strategies in the classroom, and provide mentoring and feedback sessions. Weekly collaborative meetings between the core team and the remedial team will focus on interventions of students not mastering the state's PASS/CCSS objectives. 		
8. Establish schedules and implement strategies that provide increased learning time.	Our plans include extending the school day for our high school by 90 minutes per week and extend the school year for our high school by three weeks. Schedules and costing reflected above in pre-implementation as well as in hiring faculty.	Pre-implementation and #3 above	Pre-implementation and #3 above
9. Provide appropriate social-emotional and community-oriented services and supports for students.	We will implement a peer-to-peer tutoring groups geared to Language Arts/Reading, Writing, and Math in addition to the intervention strategies noted above to give our students additional supports. Students will be able to log these peer support hours as service learning hours. We will provide supervision for these groups by rotating teachers. We will consistently encourage remediation and one-on-one supports from our teachers, who will hold tutoring hours after school at least one morning and one afternoon each	2012-2013 2013-2014 2014-2015 2012-2013 2013-2014	Faculty Faculty

Name of School: Clayton High School			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	week.	2014-2015	
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.			

**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.

Our LEA initiatives are basically the same as our high school initiatives since we only have one Priority school and assure that we will not be using SIG funding to impact non-Priority schools.

In our action plan above, we have determined the necessary components of our activities that will produce our SMART goals. In relation to each section applicable to the LEA's budgeting, our largest expenses to the district are include the new FTE principal's salary and benefits (Action Plan Issue #1), the ½ FTE Turnaround Officer's salary and benefits, the re-distributing of our Librarian's duties (already a full-time position) which will fulfill the other ½ FTE we need as a Turnaround Officer. These are critical roles and are budgeted from existing district funds.

We will follow the timing noted in our action plan. Combined with our budget worksheets, updated at least monthly, we will use this to ensure our timing is adequate and funds are disbursed according to plan.

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.

We have included a full-time Turnaround Officer position, split between an officer and our librarian to be responsible for the day-to-day operations of our reform efforts. Please reference above narrative.

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.

Clayton High School SIG funding concentrates on additions needed to accomplish the Turnaround Model and our initiatives as outlined in the budget. We have included costs and referenced specific actions within the sections of the Action Plan above.

We simply cannot take on this project without this funding. And, without this funding, our students will not reach the levels of learning they need. We are committed to these initiatives and the resourcing outlined throughout this application to achieve our SMART goals via these specific initiatives and the additional plans outlined in our Action Plan above.

Clayton High School will implement the following initiatives:

- **Initiative #1** – Leadership for Change: Our Leadership Team will meet with our external vendor Consultants twice per quarter. Our first meeting will be this spring to assist in launching the district’s Capacity Plan and to improve/revise the plan based on SDE’s. This will help us as we transition into adopting the CCSS and to support the focus we have on ensuring effective instruction for all high school students. Leadership development with the principal will include walkthroughs, coaching debriefing, and modeling.
- **Initiative #2** – Teacher Effectiveness: Teachers will be coached/mentored by Alpha Plus Facilitators and provided onsite/online Professional Development workshops. The Spring tests data will indicate if a teacher will be placed on a coaching plan during each of the three grant-funded years. Alpha Plus benchmark assessments and formative assessments will be used throughout the year to monitor teacher effectiveness and student growth on a quarterly basis. Daily Apangea online lessons will further our student growth. Also, Write Source will further spur reading and literacy growth.

- **Initiative #3** – Curriculum: The district will augment its existing work on curriculum alignment and mapping, leveraging our vendors’ extensive expertise. These initiatives include reducing overlaps, increasing vertical alignment, and matching resources such as textbooks to support the state PASS/CCSS - to be objective focused rather than textbook driven. Using the Item Specifications, Pacing Calendars, and PASS/CCSS Objective-driven lesson plans will ensure such alignment.
- **Initiative #4** - Data analysis and disaggregation: Faculty and administrators will be trained by our vendor to effectively review data using the Data A and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making and improvements each year. Academic data will be based on the OCCT/EOI results as well as the Alpha Plus Benchmark Assessments (SCCT) and the Alpha Plus Formative Assessments for progress monitoring of student success on the state standards and objectives.
- **Initiative #5** – Professional Development: During the three school years, Alpha Plus will provide approximately two days per month in instructional facilitation, online support, as well as on-site professional development. In order to support the Turnaround Plan, we will have bi-monthly on-site vendor facilitators assist teachers and administrators by modeling research-based practices in planning, instruction, assessing, and analyzing data through job-embedded professional development. Our vendor will also provide continuous professional development (online as well as on-site) aligned with WISE Rapid indicators, needs assessment (WWOS), student achievement data, and monthly and yearly reports for accountability with all stakeholders.
- **Initiative #6** – Remediation of Students: An Action Plan will be implemented at our high school that will address differentiated instructional strategies in the classroom, and provide mentoring and feedback sessions. Weekly collaborative meetings between the core team and the remedial team will focus on interventions of students not mastering the state’s PASS/CCSS objectives.

Connected to each of the issues in the Action Plan (numbered to correspond with Action Plan numbers) are the following major costs:

1. Costs include:
 - a. Incentivize the principal for successes in achieving SMART goals at a rate of \$1,500 per goal per year (3 goals per year x \$1500 = \$4,500 per year – SIG funds)
The principal’s salary is an LEA budgeted expense.
 - b. Costs include:
 - c. Staffing numbers will remain the same except for the addition of one mathematics intervention teacher, to increase teacher effectiveness and student growth. Cost

\$52,345.00

- d. Assess all faculty. Cost \$5,000.00
- e. Hire one Reading Specialist. Cost \$52,345.00

2. Costs include:

- a. Incentivize faculty for student achievement – Stipends of \$750 per year per teacher x 15 teachers = \$11,250 for teachers whose students achieve the SMART goals detailed above. Incentive stipends for 2 aides will be \$500 per year per aide x 2 aides = \$1,000 per year
- b. The school week will be extended by 90 minutes – Stipends of \$2,000 per year per teacher x 15 teachers = \$30,000
- c. The school year will be extended by 3 weeks per year -- Stipends of \$2,000 per year per teacher x 15 teachers = \$30,000.

3. Costs include:

- a. Provide 5 days of site-based training \$10,000.00 professional development for faculty and staff on the Turnaround Intervention Model, all initiatives and roles and responsibilities.
- b. Provide 5 days of a teacher institute for each teacher -- \$200/day x 5 days institute x 15 teachers = \$15,000.00

4. Costs include:

- a. Incentivize the Turnaround Officer and Librarian for successes in achieving SMART goals at a rate of \$1,500 per goal per year (3 goals per year x \$1500 = \$4,500 per year – to be split equally between these two positions.)

5. Costs include:

- a. Alpha Plus vendor \$40,000 per year , which covers consultations within each of the initiatives plus data mining assistance; Write Source program and vendor \$20,000.00; Apangea, costs already covered by SEA.

- 6. Costs already included in previous points.
- 7. Costs already included in previous points.
- 8. Costs already included in previous points.

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

Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

Our pre-implementation activities are directly aligned with our initiatives and will include recruiting and hiring all personnel and vendors necessary to achieve our goals. While we will hire personnel and vendors, costs for these will be incurred in the implementation of the program via contracts, so no costs are associated with these activities prior to the beginning of the school year. Our current leadership team (Mr. Erwin and Mr. Laster) will coordinate and lead these efforts to hire a new high school principal (June 2012), a turnaround officer (June/July 2012), external providers/resources for Alpha Plus, Apangea, and Write Source (July/August 2012). All pre-implementation activities will be complete by Aug. 10 so that we can start the new school year with all these critical elements in place. All contracts will stipulate this timing.

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.

SUPPLEMENTAL MATHEMATICS INTERVENTION TEACHER JOB DESCRIPTION

JOB SUMMARY

This is a supplemental position funded by a School Improvement grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Mathematics Intervention Teacher is responsible for providing high-level mathematics learning experiences to struggling readers and teaching the course of study prescribed by the instructional programs/materials in order to reach the SeeWorth SIG Smart Goals.

TYPICAL DUTIES

- Implement scientific-based mathematics research strategies to enable students to develop the competencies and skills to be successful.
- Provides individual and group instruction designed to meet individual needs and motivate students.
- Establishes and maintains standards of student control required to achieve effective participation in all activities.
- Evaluates academic growth of students and maintains appropriate records.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems.
- Perform other related duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, and (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject content area state certification exam. Five or more years of teaching experience desired. Mathematics certification or Master's Degree in Mathematics preferred.

ABILITIES

Consistently assess student achievement through screening, progress monitoring diagnostic and outcome measures; Administer and interpret assessment data to determine adequate progress, determine those in need of supplemental or intensive intervention; Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school; Deep understanding of scientific-based mathematics research and evidence-based practices for teaching mathematics and assessing student progress toward achievement of benchmarks; Knowledge of research-based strategies in mathematics; General knowledge of curriculum and instruction; Conduct Edperformance assessments, gather and assist in analyzing data, and write reports related to mathematics; Create an atmosphere of trust and collaboration among staff to promote professional growth and accelerate the mathematics achievement of struggling students.

SUPPLEMENTAL READING INTERVENTION TEACHER JOB DESCRIPTION

JOB SUMMARY

This is a supplemental position funded by a School Improvement grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Reading Intervention Teacher is responsible for providing high-level literacy learning Experiences to struggling readers and teaching the course of study prescribed by the instructional programs/materials in order to reach the SeeWorth SIG Smart Goals.

TYPICAL DUTIES

- Implement scientific-based reading research strategies to enable students to develop the competencies and skills to be successful readers.
- Provides individual and group instruction designed to meet individual needs and motivate students.
- Establishes and maintains standards of student control required to achieve effective participation in all activities.
- Evaluates academic growth of students and maintains appropriate records.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems.
- Perform other related duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, and (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject content area state certification exam. Five or more years of teaching experience desired. Reading Specialist certification or Master's Degree in Reading preferred.

ABILITIES

Consistently assess student achievement through screening, progress monitoring diagnostic and outcome measures; Administer and interpret assessment data to determine adequate progress, determine those in need of supplemental or intensive intervention; Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school; Deep understanding of scientific-based reading research and evidence-based practices for teaching reading and assessing student progress toward achievement of benchmarks; Knowledge of research-based strategies in literacy; General knowledge of curriculum and instruction; Conduct Edperformance assessments, gather and assist in analyzing data, and write reports related to literacy; Create an atmosphere of trust and collaboration among staff to promote professional growth and accelerate the reading achievement of struggling readers.