

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

School Name: DOUGLASS MIDDLE SCHOOL Address: 900 N ML KING AVENUE OKLAHOMA CITY, OK 73117	SIG Site Contact: Name & Position: BRIAN STAPLES, PRINCIPAL Phone#: 587-4216 Email Address: gbstaples@okcps.org	
Grade levels enrolled (SY10): 6 - 8	Number of Students Enrolled (SY10): 250	
Tier Level Tier I <input checked="" type="checkbox"/> Tier II _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action <input checked="" type="checkbox"/> Restructuring Planning _____ Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
Waiver Request: <input checked="" type="checkbox"/> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	\$1,139,499.00
	Year 2: SY 2011-12	\$1,139,499.00
	Year 3: SY 2012-13	\$802,499.00
Total Amount of Funding Requested for this School	\$3,081,497.00	

SCHOOL NEEDS ASSESSMENT

Douglass Middle School leadership held several meetings with all of the appropriate stakeholders including school personnel, district personnel, parents, American Federation Teacher (AFT) representatives, and community members. The leadership at Douglass Middle School held a town hall meeting to communicate information regarding the transformation model and its implications on the school and community. School personnel, district personnel, parents, AFT representatives, and community members were present. AFT representatives met with teachers in April 2010 to outline the options under the transformation model. On several separate occasions the district leadership representatives met with Douglass Middle School site leadership and staff to discuss the needs of the site and the requirements of the transformation model. The process utilized to collect, analyze and report data included a review of state and national test data, demographic data, perception data and survey data. Data was most relevant to increasing the capacity of teachers to provide high quality instruction and improve student achievement.

DATA SOURCES

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	Ways to Improve School Effectiveness (WISE) Assessment	Attendance
EXPLORE	Organizational Health Inventory (OHI) Results	Social-Economic Status
District Benchmarks	Marzano The Art and Science of Teaching Assessment Report	Special Education Participation
Report Card (attached)	Marzano Building Academic Vocabulary	Ethnicity
End-of-Year (EOI) Assessment	ACT – Student Readiness Inventory	Truancy
Drop Out Rate	Douglass Observational Protocol	
Student Participation Rate	National Staff Development Council (NSDC) Standards Assessment Inventory (SAI) – Professional Development Needs Assessment	

STAKEHOLDERS

Name	Title	Stakeholder Group
Douglass Leadership and Staff	Leadership and Staff	Leadership and Staff
Parent Groups	Leader	Parents
Parent meeting participants	Parents	Parents/Community
Community Partners	Leader	Community Partner
American Federation of Teachers	Representatives	Teacher’s Union
District Leadership	OKCPS Staff	District Leadership
External Evaluator	Leader and Staff	External Evaluator

The Oklahoma City Public Schools (OKCPS) Planning, Research and Evaluation (PRE) Department has a comprehensive formative and summative data system in place that provides accurate and timely data. Douglass Middle School utilized the WISE planning and coaching tool to conduct a needs assessment. Administrators, teachers, parents, community members and external evaluators participated in the needs assessment. Data from the comprehensive needs assessment supports the selection of the transformation model as the most appropriate intervention model for Douglass Middle School. The collection and review of the data supports the results identified on the WISE Needs Assessment. The WISE indicator report is attached to this application. The School Improvement Grant (SIG) funding will support identified areas of need. The focus for Douglass Middle School is to address all indicators, but particularly those indicators under the section titled Professional Learning Environment by providing high-quality professional development to staff members. Providing high-quality professional development to staff members will assist Douglass Middle School in meeting the SMART goals established in this application and success in implementing the transformation model. The Principal and School Leadership Team will have primary responsibility for leading the implementation of the strategies identified for transformation implementation.

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.
School Profile: Includes student and staff data.	Attendance Data – 96.1 % Ethnicity – 91% African American Socio-Economic Status – 98% Free and Reduced Lunch
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.	Focus Walk (instructional rounds) Data indicates a significant implementation gap between the delivery of professional development and classroom implementation of instructional strategies. Focus walks included learning goals, word walls, Million Word Campaign, and additional instructional strategies.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.	District Benchmark data correlates strongly to CRT data and indicates that reading achievement is the identified need for the site. Marzano learning goals and scoring scales will be developed and aligned with PASS and the college readiness standards. Student grades are evaluated daily in order to place the students in the appropriate intervention program.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.	Focus Walk (instructional rounds) Data indicates a significant implementation gap between the delivery of professional development and classroom implementation of instructional strategies. Focus walks included learning goals, word walls, Million Word Campaign, and instructional strategies.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	OHI Data – Highest Dimension – Goal Focus – 71 st percentile; Resource Utilization – 59 th percentile; Communication Adequacy – 48 th percentile- Lowest Dimensions – Autonomy – 24 th percentile; Adaptation – 41 st percentile; Innovativeness – 41 st percentile SRI Data – Highest Scale – Commitment to School – 55; Optimism – 51; Family Attitude Toward Education – 47 – Lowest Scale – School Safety Climate – 23; Managing Feelings – 41; Orderly Conduct - 42

<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>NSDC SAI data indicates a need for professional development regarding Family Involvement strategies that will assist teachers and administrators in helping parents understand how to support their children’s education at home</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>Focus Walk (instructional rounds) Data indicates a significant implementation gap between the delivery of professional development and classroom implementation of instructional strategies. Focus walks included learning goals, word walls, Million Word Campaign, and other instructional strategies. Implementation Assessment – The Art and Science of Teaching – assessment of declarative knowledge indicates 7 teachers scored 2.5-3.0, 35 teachers scored 1.5 – 2.0 and 17 teaches scored 0.5 – 1.0 indicating a significant gap between the delivery of professional development and implementation of instructional strategies by classroom teachers Implementation Assessment – Academic Vocabulary assessment of declarative knowledge indicates 59% of teachers can demonstrate knowledge and understanding of the 6-step process; 53% of teachers demonstrate knowledge and implementation of steps 1-3; 39% of teachers demonstrate knowledge and implementation of step 4, 32% of teachers demonstrate knowledge and implementation of step 5 and 50% of teachers demonstrate knowledge and implementation of step 6. Analysis of this data indicates a significant gap between the delivery of professional development and implementation of the six-step building academic vocabulary by classroom teachers. Data from the National Staff Development Council Staff Survey indicates Family Involvement strategies and strategies to support high-level implementation of professional learning communities are essential components of the professional development plan.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>OHI Data – Highest Dimension – Goal Focus – 71st percentile; Resource Utilization – 59th percentile; Communication Adequacy – 48th percentile- Lowest Dimensions – Autonomy – 24th percentile; Adaptation – 41st percentile; Innovativeness – 41st percentile</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>OHI Data – Highest Dimension – Goal Focus – 71st percentile; Resource Utilization – 59th percentile; Communication Adequacy – 48th percentile- Lowest Dimensions – Autonomy – 24th percentile; Adaptation – 41st percentile; Innovativeness – 41st percentile</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Grade level teams and subject level teams focus on the analysis of student achievement and the development of instructional units. The School Leadership Team focuses on all aspects of data analysis and development of school goals and strategies. The Faculty Advisory Committee focuses on operational and budget issues to support high student achievement.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation
DOUGLASS MIDDLE SCHOOL		X						X

Douglass Middle School leadership held several meetings with all of the appropriate stakeholders including school personnel, district personnel, parents, AFT representatives, and community members. The leadership at Douglass Middle School held a town hall meeting to communicate information regarding the transformation model and its implications on the school and community. School personnel, district personnel, parents, AFT representatives, and community members were present. AFT representatives met with teachers in April 2010 to outline the options under the transformation model. On several separate occasions the district leadership representatives met with Douglass Middle School site leadership and staff to discuss the needs of the site and the requirements of the transformation model. The process utilized to collect, analyze and report data included a review of state and national test data, demographic data, perception data and survey data. Data was most relevant to increasing the capacity of teachers to provide high quality instruction and improve student achievement.

Dr. Brian Staples was assigned to Douglass Middle/High School on February 11, 2008. Douglass began implementing several transformation initiatives during the 2008-2009 school year and expanded transformation initiative during the 2009-10 school year. Douglass Middle School made AYP in 2009. The State Department of Education (SDE) granted permission to retain the principal in his current position. Dr. Staples will be evaluated annually by the Superintendent or the Superintendent’s designee with the option of non-renewal of employment contract based on established performance targets.

A Memorandum of Understanding (MOU) between OKCPS and the AFT will be developed to address the collective bargaining modifications necessary for implementation of the transformation model. The MOU will include provisions concerning teacher evaluation, teacher contract time, performance pay and other areas covered by the Collective Bargaining Agreement. Pending approval of the application the MOU will be presented to the BOE.

OKCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to Douglass Middle School without consent of the Principal. Douglass Middle School will use a structured-interview process as a component of new staff selection. Current staff will be provided with an opportunity to transfer to other OKCPS sites if they are unwilling or unable to meet the employment conditions of the School Improvement grant. Staff allocation will be revised to reflect the needs of students and programs and adjustments will be made in the specific subject categories of allocated staff (e.g. a 1.0 FTE elective teacher position may be converted to a 1.0 FTE Math teacher position). A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from Douglass teachers, OKCPS

staff and AFT staff. Components of the evaluation system will include the use of the Douglass observational protocol, strong linkage to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for teachers who continue to fail to meet performance standards.

Reading and Math teachers (and Special Education teachers) will receive \$50.00 for each Full Academic Year (FAY) student who earns proficient or advanced on the respective mathematics or reading CRT. Each certified staff member will receive \$3000.00 if the annual reading SMART goal is met and \$3000.00 if the annual math SMART goal is met. FAY certified staff members who meet the 98% staff attendance target will receive a \$3000.00 stipend. The performance incentive is to be determined based upon the requirements, response, and review from the United States Department of Education. It is also contingent upon the OKCPS Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.

Douglass Middle School will continue to schedule a minimum of ninety (90) minutes of protected collaboration time. Collaboration time will be monitored by lead teachers and building administrators to assure effective use of time and to focus collaboration time on activities that support high students achievement.

Douglass Middle School will add thirty (30) minutes of additional instructional time to each school day and implement a continuous learning calendar that will reduce the summer break and include eighteen (18) additional days of instruction. A copy of the continuous learning calendar is attached.

Eight (8) days of professional development will be added to the calendar prior to the start of school. Two (2) to five (5) days of professional development will be added at the end of the school year. A new teacher induction program will be implemented to assure that any teacher who is employed after the start of school will receive intensive professional development in the transformational model initiatives.

The school will implement a flexible class schedule that will be determined by the specific course requirements and Tier level. Tier I & Tier II courses will be ninety (90) minutes on an A/B block schedule. Tier III courses will be a ninety (90) minute block each day. Specific elective courses will be forty-five (45) minutes each day.

The transformation model was selected as the most appropriate intervention model for Douglass Middle School based on a comprehensive needs assessment and a review of the current level of implementation of job-embedded professional development initiatives in The Art and Science of Teaching, academic vocabulary and student engagement strategies. Significant gains in student achievement have occurred in 2007-08 and 2008-09 resulting from increased teacher capacity to deliver high quality instruction. Data from the comprehensive needs assessment supports the use of the transformation model as the most appropriate model for significantly improving student achievement at Douglass Middle School.

SCHOOL SMART GOALS

SMART Reading/Language Arts Goals
<ul style="list-style-type: none"> • Goal for 2010-2011: The API reading score for students in the All Students subgroup will increase from 480 to the identified state performance benchmark of 820 in the 2011-2012 school year. The 2010-11 goal will be revised based on Spring 2010 API reading scores.
<ul style="list-style-type: none"> • Goal for 2011-2012: The API reading score for students in the All Students subgroup will increase from 820 to the identified state performance benchmark of 1160 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2012-2013: The API reading score for students in the All Students subgroup will increase from 1160 to the identified state performance benchmark of 1500 in the 2012-2013 school year.
<p>Rationale: Douglass Middle School has a 2009 Reading API score of 480. The difference between 1500 and 480 is 1020. In order to assure that all Douglass students score proficient or advanced on the Reading CRT by 2013, the Reading API must increase by 340 points for each of the three years of the School Improvement grant. API data is from 2009 Oklahoma School Baseline API Report dated 4/12/2010 and reflects the adjusted API based on the Oklahoma State Department of Education (SDE)'s revised Spring 2009 academic achievement standards. Scores from Full Academic Year (FAY) students only will be utilized to determine API score.</p>

SMART Mathematics Goals
<ul style="list-style-type: none"> • Goal for 2010-2011: The API mathematics score for students in the All Students subgroup will increase from 603 to the identified state performance benchmark of 902 in the 2011-2012 school year. The 2010-11 goal will be revised based on Spring 2010 API math scores.
<ul style="list-style-type: none"> • Goal for 2011-2012: The API mathematics score for students in the All Students subgroup will increase from 902 to the identified state performance benchmark of 1201 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2012-2013: The API mathematics score for students in the All Students subgroup will increase from 1201 to the identified state performance benchmark of 1500 in the 2012-2013 school year.
<p>Rationale: Douglass Middle School has a 2009 Math API score of 603. The difference between 1500 and 603 is 897. In order to assure that all Douglass students score proficient or advanced on the Math CRT by 2013, the Math API must increase by 299 points for each of the three years of the School Improvement grant. API data is from 2009 Oklahoma School Baseline API Report dated 4/12/2010 and reflects the adjusted API based on the SDE's revised Spring 2009 academic achievement standards. Scores from FAY students only will be utilized to determine API score.</p>

SCHOOL INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Contracted services with Robert Marzano to provide professional development (see section 4 of the action plan) • Marzano Research Laboratory Evaluation System (see section 4 of the action plan) • ACT – America’s Choice for Instruction and Professional Development (see section 4 of the action plan)
Title II, Part A	<ul style="list-style-type: none"> • Salary for Instructional Facilitators to provide ongoing professional development and coaching (see section 4 of the action plan) • Ongoing New Teacher Orientation (see section 5 of the action plan)
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) (see section 4 of the action plan)
General Fund	<ul style="list-style-type: none"> • Salary for Principal to lead the school during the implementation of the transformation model (see section 1 of the action plan) • Zeros Aren’t Permitted (ZAP) intervention technique (see section 6 of the action plan) • Voyager Math and Literacy Curriculum (see section 6 of the action plan) • Comprehensive formative and summative data system (see section 7 of the action plan) • Continuous learning calendar implementation (see section 8 of the action plan)
Local, community, and business partners	<ul style="list-style-type: none"> • The Foundation for OKCPS (see section 9 of the action plan) • Parental Information Resource Centers (see section 9 of the action plan) • Parent Teacher Association (see section 9 of the action plan) • BLAC, Inc. (see section 4 of the action plan) • Public Strategies (see section 9 of the action plan)

WAIVERS

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

A Memorandum of Understanding (MOU) between OKCPS and AFT will be developed to address the collective bargaining modifications necessary for implementation of the transformation model. The MOU will include provisions concerning teacher evaluation, teacher contract time, performance pay and other areas covered by the Collective Bargaining Agreement. Pending approval of the application the MOU will be presented to the BOE.

OKCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to Douglass without consent of the Principal. Douglass Middle School will use a structured-interview process as a component of new staff selection. Current staff will be provided with an opportunity to transfer to other OKCPS sites if they are unwilling or unable to meet the employment conditions of the School Improvement grant. Staff allocation will be revised to reflect the needs of students and programs and adjustments will be made in the specific subject categories of allocated staff (e.g. a 1.0 FTE elective teacher position may be converted to a 1.0 FTE Math teacher position). A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from Douglass teachers, OKCPS staff and AFT staff. Components of the evaluation system will include the use of the Douglass observational protocol, strong linkage to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for teachers who continue to fail to meet performance standards.

Reading and mathematics teachers (and Special Education teachers) will receive \$50.00 for each FAY student who earns proficient or advanced on the respective mathematics or reading CRT. Each certified staff member will receive \$3000.00 if the annual reading SMART goal is met and \$3000.00 if the annual math SMART goal is met. FAY certified staff members who meet the 98% staff attendance target will receive a \$3000.00 stipend. The performance incentive is to be determined based upon the requirements, response, and review from the United States Department of Education. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.

Douglass Middle School will continue to schedule a minimum of ninety (90) minutes of protected collaboration time. Collaboration time will be monitored by lead teachers and building administrators to assure effective use of time and to focus collaboration time on activities that support high students achievement.

Douglass Middle School will add thirty (30) minutes of additional instructional time to each school day and implement a continuous learning calendar that will reduce the summer break and include eighteen (18) additional days of instruction. A copy of the calendar is attached.

Eight (8) days of professional development will be added to the calendar prior to the start of school. Two (2) to five (5) days of professional development will be added at the end of the school year. A new teacher induction program will be implemented to assure that any teacher who is employed after the start of school will receive intensive professional development in the transformational model initiatives. The school will implement a flexible class schedule that will be determined by the specific course requirements and Tier level. Tier I & Tier II courses will be ninety (90) minutes on an A/B block schedule. Tier III courses will be a ninety (90) minute block each day. Specific elective courses will be forty-five (45) minutes each day.

Modification of the Student Code of Conduct will occur to maximize instructional time and minimize out-

of-school suspensions at Douglass Middle School. The Student Code of Conduct mandates out-of-school suspension for specific disciplinary issues. Each event will be reviewed to determine if the student can be best served through a combination of out-of-school and in-school intervention. An intensive in-school suspension program utilizing Tier III curriculum will be utilized.

NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.

SCHOOL SUSTAINABILITY EFFORTS

Representatives from each stakeholder group participated in the needs assessment and development of the school improvement grant application. The School Leadership Team includes members from each stakeholder group and will be tasked with the responsibility of assuring the effective implementation of the transformation intervention model developed for Douglass Middle School. The WISE online planning and coaching tools will be utilized throughout the three-year implementation of the transformation intervention model to modify the School Improvement Grant (SIG) when appropriate and to report the progress of implementing intervention strategies.

The primary focus of the SIG is to develop the capacity of Douglass staff to assure sustainability of effective instructional practices and to extend student learning time. An individual professional development plan will be developed for each certified staff member. Intensive, job-embedded professional development will be provided to each staff member based on the individual professional development plan. A teacher and principal evaluation system with a strong linkage to student achievement will provide the foundation for assessing the increased capacity of staff. The additional contract days and professional development days that are included in the SIG plan will be transitioned in subsequent years utilizing available Title I, Title II and/or general fund expenditures. Professional development will continue as a normal component of the Campus Improvement Plan (CIP) planning process.

F.D. Moon Academy (another SIG applicant) and Douglass Middle School are in the same region of the district, and Moon is a feeder school into Douglass. The two schools are mirroring some of their efforts to begin reform at the Elementary level, and continue at the Middle level. This will promote sustainability. For example, Great Expectations will be used at F.D. Moon Academy as a means for developing rules and rituals. Great Expectation will carry over at Douglass with the rituals and routines taught in the workshop model training with ACT - America's Choice.

A written transition plan will be developed to assure that effective strategies implemented through the transformation model are sustained in subsequent years.

Name of School: DOUGLASS MIDDLE SCHOOL		Tier: I	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	Dr. Brian Staples was assigned to Douglass Middle/ High School on February 11, 2008. Douglass began implementing several transformation initiatives during the 2008-2009 school year and expanded transformation initiative during the 2009-10 school year. Douglass Middle School made AYP in 2009. The State Department of Education granted permission to retain the principal in his current position. Dr. Staples will be evaluated annually by the Superintendent or the Superintendent's designee with the option of non-renewal of employment contract based on established performance targets.	NA	NA

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from OKCPS staff and AFT staff. Components of the evaluation system will include the use of the Douglass observational protocol, strong linkage to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for staff who continue to fail to meet performance standards. The observation protocol was developed during the 2009-10 school year by analyzing the data from surveying Douglass teachers about the most important and relevant instructional strategies from The Art and Science of Teaching. More data concerning this survey is available upon request. Lesson segments will be videotaped and analyzed by the teacher and teacher consultants using the observational protocol rubrics that were developed during the 2009-10 school year. Specific strategies will be targeted for improvement based on this analysis. The evaluation system will be developed to isolate and assess teacher performance on specific, targeted instructional strategies. Teachers will be engaged in deliberate practice with focused implementation of the targeted strategy. Formative student achievement data will be</p>	<p>August 2010 – June 2013</p>	<p>Karl Springer – Superintendent</p> <p>Michael Shanahan – Senior Human Resource Officer</p> <p>Ed Allen – President, AFT</p> <p>Robert Marzano, CEO, Marzano Research Laboratory</p> <p>Brian Staples – Principal</p> <p>AFT teacher consultants</p>

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	<p>collected that is directly related to the teacher’s implementation of the targeted strategy. Gain scores from analysis of pre- and post- EXPLORE tests and predicted and residual scores from the math and reading CRTs will used to link teacher performance to student achievement data.</p> <p>Building administrators, teacher leaders, and teacher consultants will be provided training in the effective implementation of the teacher evaluation system to ensure that the observation and feedback processes are conducted with fidelity.</p> <p>Data from the observation and evaluation process will be used to develop an individualized professional development plan for each teacher and administrator.</p>		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not	Reading and Math teachers (and Special Education co-teachers) will receive \$50.00 for each FAY student who earns proficient or advanced on the respective Math or Reading CRT. Each certified staff member will receive \$3000.00 if the annual Reading SMART goal is met and \$3000.00 if the annual Math SMART goal is met. FAY certified staff which meet the 98% staff attendance	August 2010 – June 2013	<p>Karl Springer – Superintendent</p> <p>Michael Shanahan – Senior Human Resource Officer</p> <p>Ed Allen – President, AFT</p> <p>Robert Marzano, CEO,</p>

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done so.	target will receive a \$3000.00 stipend. NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.		Marzano Research Brian Staples – Principal
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Eight (8) days of professional development will be added to the calendar prior to the start of school. Two (2) to five (5) additional days of professional development will be added at the end of the school year. A new teacher induction program will be implemented to assure that any teacher who is employed after the start of school will receive intensive professional development in the transformational model initiatives. Professional development in instructional strategies, building academic vocabulary and literacy strategies will be provided to increase the capacity of Douglass staff to effectively deliver instruction. Marzano Research Laboratory – professional development in the development of a common language/model of instruction, use of data, development of learning goals, development of rules and procedures, student engagement strategies, effective teacher/student	August 2010 – June 2013	Brian Staples, Principal Marzano Research Laboratory staff OK Educational Services staff Max teaching staff

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	<p>relationships, high expectations for all students, instructional strategies, unit design, formative assessment, standards-based grading, development of teacher and principal evaluation system and implementation of The Art and Science of Teaching. An observational protocol with assessment rubrics was developed by Marzano Research Laboratory for Douglass Middle School in 2008 using an instructional strategies survey completed by Douglass Middle School teachers. A copy of the Douglass observational protocol and survey data is attached to this application. Professional development was provided by Marzano Research laboratory during 2008-09 and 2009-10 school years. For Reading and Math courses, learning goals, scoring scales and formative assessment items will be developed in May – June, 2010. Instructional units will be developed using these documents. Professional development is aligned to transformation strategies. Marzano Research Laboratory has the capacity to provide the professional development necessary for successful implementation of the transformation model. An instructional strategies implementation assessment was completed in May 2010. A copy of the assessment results are attached to this application.</p> <p>OK Educational Services - provides professional development in building academic vocabulary. Professional development was provided by OK Educational Services during 2008-09 and 2009-10</p>		

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	<p>school years. Professional development is aligned to transformation strategies. OK Educational Services has the capacity to provide the professional development necessary for successful implementation of the transformation model. An implementation assessment was completed in May 2010. A copy of the assessment results are attached to this application.</p> <p>MaxTeaching – professional development in literacy strategies was provided by MaxTeaching during 2009-10 school year. Professional development is aligned to transformation strategies. MaxTeaching has the capacity to provide the professional development necessary for successful implementation of the transformation model.</p> <p>MiddleMatters – professional development in student engagement strategies was provided by MiddleMatters during and 2008-09 and 2009-10 school years. Additional professional development in student engagement strategies and block scheduling will be provided as a component of transformation. Professional development is aligned to transformation strategies. MiddleMatters has the capacity to provide the professional development necessary for successful implementation of the transformation model.</p>		

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	<p>Additional Resources</p> <p>ACT – America’s Choice will support instructional reform and professional development. The reform will support Strategic Leadership and Organization reform to promote strong management structures, functioning leadership teams, and effective professional development programs. The reform effort will support a rigorous curriculum that will add rigor to a coherent curriculum aligned to ACT College Readiness Standards with tiered systems for academic interventions. The reform will support quality teaching to improve the instruction by ensuring teachers are equipped and trained to demonstrate strong content knowledge and pedagogical knowledge and skill; organize classrooms to support learning; differentiate instruction based on need; and provide attention to psychosocial development.</p> <p>The reform will support targeted student assessments. Systems of linked longitudinal (6th – 12th) assessments are aligned to ACT and used to monitor student academic growth and psychosocial development. The reform will support engaged and responsible learners to focus students toward the goal of college and career readiness, and provide a tiered system of academic interventions and a tiered guidance system of supports.</p> <p>BLAC, Inc. provides professional development to</p>		

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	<p>teachers to support arts integration.</p> <p>Instructional facilitators will provide ongoing professional development and coaching.</p>		
<p>5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.</p>	<p>Reading and Math teachers (and Special Education teachers) will receive \$50.00 for each student who earns proficient or advanced on the respective Math or Reading CRT. Each certified staff member will receive \$3000.00 if the annual Reading SMART goal is met and \$3000.00 if the annual Math SMART goal is met. Staff which meet the 98% staff attendance target will receive a \$3000.00 stipend.</p> <p>A new teacher induction program will provide job-embedded professional development to assist new teachers in implementing the instructional strategies and operational expectations of Douglass Middle School.</p> <p>Teachers who are not demonstrating proficiency with instructional strategies will be identified early and provided with intensive coaching.</p> <p>Teacher teams will screen and interview highly qualified candidates and make employment recommendations to the principal. The principal will use a structured interview process to identify highly qualified finalist for</p>	<p>July 2010 – August 2013</p>	<p>Karl Springer – Superintendent</p> <p>Michael Shanahan – Senior Human Resource Officer</p> <p>Ed Allen – President, AFT</p>

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	<p>vacant positions.</p> <p>In developing the schedule of classes the principal will ensure that the teacher is highly qualified in the newly assigned core content area.</p> <p>NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.</p>		
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.	Marzano Research Laboratory – professional development in instructional strategies, unit design, formative assessment, standards-based grading, development of teacher and principal evaluation system and implementation of The Art and Science of Teaching. An observational protocol with assessment rubrics was developed by Marzano Research Laboratory for Douglass Middle School in 2008 using an instructional strategies survey completed by Douglass Middle School teachers. A copy of the Douglass observational protocol and survey data is attached to this application. Professional development was provided by Marzano Research laboratory during 2008-09 and 2009-10 school years. For Reading and Math courses,	August 2010 – June 2013	School Leadership Team Members

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	<p>learning goals, scoring scales and formative assessment items will be developed in May – June, 2010 utilizing PASS Reading and Math standards. Instructional units will be developed using these documents. Professional development is aligned to transformation strategies. Marzano Research Laboratory has the capacity to provide the professional development necessary for successful implementation of the transformation model. An instructional strategies implementation assessment was completed in May 2010. A copy of the assessment results are attached to the application.</p> <p>OK Educational Services – professional development in building academic vocabulary. Professional development was provided by OK Educational Services during 2008-09 and 2009-10 school years. Professional development is aligned to transformation strategies. The implementation assessment was completed in May 2010. A copy of the assessment results are attached to this application.</p> <p>MaxTeaching – professional development in literacy strategies was provided by MaxTeaching during 2009-10 school year. Professional development is aligned to transformation strategies.</p> <p>MiddleMatters – professional development in student engagement strategies was provided by MiddleMatters</p>		

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	<p>during and 2008-09 and 2009-10 school years. Additional professional development in student engagement strategies and block scheduling will be provided as a component of transformation. Professional development is aligned to transformation strategies. MiddleMatters has the capacity to provide the professional development necessary for successful implementation of the transformation model.</p> <p>A three tier RTI system will be utilized to provide appropriate intervention and instructional support to all students. Students will access the appropriate intervention based on data from formative and summative district, state and national assessments. Tier I is on grade level curriculum, Tier II Literacy and Math Navigator, Tier III Ramp Up Math and Literacy and Voyager Math and Literacy curriculum will be utilized as determined by student achievement data.</p> <p>Zeros Aren't Permitted (ZAP) - early warning intervention system based on daily review of course grades. Any student with a letter grade of a D or F is assigned tutoring with the specific mandatory team during the designated intervention period.</p>		

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7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	OKCPS Planning, Research and Evaluation Department has a comprehensive formative and summative data system in place that provides accurate and timely data. Instructional units will be developed that included learning goals, scoring scales, formative and summative assessments. Data from formative unit assessments will be used to differentiate instruction for each student during the scheduled intervention period.	August 2010 – June 2013	OKCPS staff
8. Establish schedules and implement strategies that provide increased learning time.	Douglass Middle School will add thirty (30) minutes of additional instructional time to each school day and implement a continuous learning calendar that will include eighteen (18) additional days of instruction. The school will implement a flexible class schedule that will be determined by the specific course requirements and Tier level. Tier I & Tier II courses will be ninety (90) minutes on an A/B block schedule. Tier III courses will be a ninety (90) minute block each day. Specific elective courses will be forty-five (45) minutes each day.	August 2010 – June 2013	OKCPS staff

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9. Provide ongoing mechanisms for family and community engagement.	In conjunction with our community partner, Public Strategies, Douglass Middle School will utilize a community engagement specialist provided by Public Strategies to recruit and manage community partnerships, support PTA efforts to engage parents, and make the school available as a community resource to enhance the support available to students, much in line with the concepts developed in the “community schools” movement. We will provide behavioral health services to youth and their families, to include behavior modeling, anger management, practice of critical thinking, coaching regarding good choices, and other socialization and coping skills needed to be personally and academically successful. We will leverage the rapport built by behavioral health staff with parents and families to increase engagement in student learning. Douglass Middle School will develop components and pursue additional funding sources such as the 21 st Century Community Learning Center, for a successful afterschool component to provide tutoring and on-site service learning opportunities. Douglass Middle School will also pursue strategies and funding that align family support needs with academic achievement, such as Promise Neighborhoods, the replication strategy of the Harlem Children’s Zone, and partner with the Oklahoma	August 2010	Douglass and OKCPS PTA officers Douglass School Leadership Team members Public Strategies staff members

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	<p>City Public Schools Foundation to engage the business community in academic and family strengthening efforts.</p> <p>Douglass Middle School will establish a site-based council (e.g., School Community Council) comprised of the principal, parent facilitator, social worker or counselor, and parents of current students (non-school employees) that meets regularly and includes family-school relationships as a major element of its work.</p> <p>Douglass Middle School will expect and monitor sound homework practices and two-way communication with parents.</p> <p>Additional Resources</p> <p>The Foundation for Oklahoma City Public Schools provides opportunities for scholarships for students and grants for teachers; Teacher’s Warehouse to assist teachers with needed resources; and celebration for teachers and support personnel.</p> <p>Parental Information Resource Centers have been created and maintained to assist parents with needed materials, internet access, and other resources to assist them in helping their child.</p>		

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	The Parent Teacher Association provides opportunities for parental involvement by giving parents a voice to speak on behalf of children as well as tools to promote safety, health , and success for their children in school		
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	OKCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to Douglass without consent of the Principal. Douglass Middle School will use a structured-interview process as a component of staff selection. Current staff will be provided with an opportunity to transfer to other OKCPS sites if they are unwilling to meeting the employment conditions of the School Improvement grant. A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from OKCPS staff and AFT staff. Components of	August 2010 – June 2013	OKCPS staff

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	<p>the evaluation system will include the use of the Douglass observational protocol, strong linkage to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for staff who continue to fail to meet performance standards. The observation protocol was developed during the 2009-10 school year by analyzing the data from surveying Douglass teachers about the most important and relevant instructional strategies from The Art and Science of Teaching. Lesson segments will be videotaped and analyzed by the teacher and teacher consultant using the observational protocol rubrics that were developed during the 2009-10 school year. Specific strategies will be targeted for improvement based on this analysis. Gain scores from analysis of pre- and post- EXPLORE tests and predicted and residual scores from OK Math and Reading CRTs will used to link teacher performance to student achievement data.</p>		

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11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Implement a district Turnaround Office and employ an Executive Director of School Turnaround to provide technical assistance and facilitate LEA and SDE support to assure implementation of the transformation model.	July 2010 – June 2013	Cindy Schmidt, Chief Academic Officer Terry Fraley, Director of Federal Programs
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. 2. 3. 4. 5.			

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

BUDGET SECTION

SCHOOL BUDGET NARRATIVE

Professional development will be provided by Marzano Research Laboratory – professional development in instructional strategies, unit design, formative assessment, standards-based grading, development of teacher and principal evaluation system and implementation of the strategies in *The Art and Science of Teaching*. An observational protocol was developed by Marzano Research Laboratory for Douglass Middle School in 2008 using an instructional strategies survey completed by Douglass Middle School teachers. A copy of the Douglass observational protocol and survey data is attached to this application. Professional development was provided by Marzano Research laboratory during 2008-09 and 2009-10 school years. Professional development is aligned to transformation strategies. Marzano Research Laboratory has the capacity to provide the professional development necessary for successful implementation of the transformation model. An instructional strategies implementation assessment was completed in May 2010. A copy of the assessment results are attached to this application. Fifty-five (55) professional development/coaching days will be provided annually by Marzano Research Laboratory associates. Annual cost is \$300,000.00 for each of the first two years of the grant. The cost for the third and final year will be \$100,000.00. Materials to support Marzano Research Laboratory professional development will cost \$5,000.00 for each of the three years of the grant for a total cost of \$15,000.00.

The teacher and principal evaluation system will be developed and implemented by Marzano Research Laboratory at an annual cost of \$75,000.00 with a total cost for the three years of the grant at \$225,000.00

Professional development in Building Academic Vocabulary (BAV) will be provided by OK Educational Services. Professional development was provided by OK Educational Services during 2008-09 and 2009-10 school years. Professional development is aligned to transformation strategies. OK Educational Services has the capacity to provide the professional development necessary for successful implementation of the transformation model. An implementation assessment was completed in May 2010. A copy of the assessment results are attached to this application. Forty (40) days of professional development/coaching will be provided by OK Educational Services associates. Annual cost is \$90,000.00 for each of the first two years of the grant. The cost for the third and final year is \$30,000.00. Materials to support OK Educational Services professional development will cost \$5,000.00 for each of the three years of the grant for a total cost of \$15,000.00

Professional development will be provided by MaxTeaching. Professional development in literacy strategies was provided by MaxTeaching during 2009-10 school year. Professional development is aligned to transformation strategies. MaxTeaching has the capacity to provide the professional development necessary for successful implementation of the transformation model. Forty (40) professional development/coaching days will be provided annually by MaxTeaching. Annual cost is \$90,000.00 for each of the first two years of the grant. The cost for the third and final year will be \$30,000.00. Materials to support MaxTeaching professional development will cost \$5000.00 for each of

the three years of the grant for a total cost of \$15,000.00

MiddleMatters will provide professional development in student engagement strategies. MiddleMatters was provided during the 2008-09 and 2009-10 school years. Additional professional development in student engagement strategies and block scheduling will be provided as a component of transformation. Professional development is aligned to transformation strategies. MiddleMatters has the capacity to provide the professional development necessary for successful implementation of the transformation model. Twelve (12) professional development/coaching days will be provided annually by MiddleMatters. Annual cost is \$25,000.00 for each of the first two years. The cost for the third and final year will be \$8,000.00. Materials to support MaxTeaching professional development will cost \$5,000.00 for each of the three years of the grant for a total cost of \$15,000.00

Douglass Middle School will add thirty (30) minutes of additional instructional time to each school day and implement a continuous learning calendar that will include eighteen (18) additional days of instruction. Annual cost is \$4500.00 per FTE (full time equivalent). Douglass Middle School currently includes 14.0 FTE core and Special Education teachers, twelve (12) 0.4 FTE elective teachers, and 3 0.2 FTE honors teachers for a total FTE of 17.6. Increased Learning Time stipends for two (2) administrators, one (1) counselor, and 0.4 media specialist will also be included.

Annual cost for increased learning time is $17.6 \times \$4,500.00 = \$79,200.00$ for each of the three years of the grant for a total cost of \$237,600.00. Transportation costs for the additional eighteen (18) days are estimated at \$45,000.00 per year for each of the three years of the grant for a total cost of \$135,000.00

An additional five (5) days of professional development as well as a five (5) day teacher academy will be implemented. Additional training on the selected intervention model will be provided for new teachers that join the school after the start of implementation. Professional development in instructional strategies, building academic vocabulary and literacy strategies will be provided to increase the capacity of Douglass staff to effectively deliver instruction. Annual cost is $\$2,200.00 \text{ per FTE} \times 17.6 \text{ FTE} = \$38,720.00$ for each of the three years of the grant for a total cost of \$116,160.00.

Oklahoma City Public Schools will employ an Executive Director of School Turnaround. The Executive Director of School Turnaround will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SDE. Douglass Middle School will budget for 0.33 FTE of the Executive Director of School Turnaround.