

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

LEA SECTION

Legal Name of Applicant: Grant-Goodland Public School	Applicant's Mailing Address: P.O. Box 159 Grant, OK 74738
Local Educational Agency Contact for the School Improvement Grant Name: Buck Hammers Position and Office: Superintendent/Superintendent's Office Contact's Mailing Address: P.O. Box 159 Telephone: 580-326-8000 Fax: 580-326-9236 Email address: bhammers@grant.k12.ok.us	
Superintendent (Printed Name): Buck Hammers	Telephone: 580-326-8000
Signature of the Superintendent X 	Date: April 20, 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.



April 20, 2012

Signature of Superintendent

Date

SCHOOLS TO BE SERVED

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.

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Grant-Goodland Public School					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

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>Grant-Goodland will be implementing the Transformation Model with detailed activities and timeline. See Action Plans, Timelines, Job Descriptions, Calendars, and Schedules which can be found in the Appendix.</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>The LEA included stakeholders from the following groups; students, teachers, parents, and administration. Representatives participated in activities related to choosing the model and developing the program design. The LEA also surveyed all students, parents, administrators, support staff, and teachers using the <i>What Works In Schools</i> survey. The results of this data will be used to make any necessary modifications to the plan during year 1.</p>
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	<p>All Grant-Goodland teachers are highly qualified. Currently, Grant-Goodland has four Master Level degree teachers, and years of teaching experience range from two years to 36 years.</p>
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Priority schools has been addressed. 	<p>Grant-Goodland is a single site district. All funds and resources benefit the only identified site.</p>
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	<p>The interim principal, Mr. Hammers, has 24 years of experience as an educator including 19 years with Grant Public School. Mr. Hammers/Interim Principal demonstrates exceptional math skills, was Master Level certified, and clearly understands the Grant-Goodland culture.</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>The LEA will receive extensive input and training from the Educational Consulting Service Kim Collier during the next three years. The LEA will receive training to use the WISE Planning Tool. The SIG Team and staff have worked together to analyze multiple data resources to identify needs. Members of the SIG Team presented information regarding the models to the BOE on 4/9/12. All stakeholders</p>

	agree the Transformation Model is the most appropriate model for Grant-Goodland School given the recent progress and limited options.
<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>Budgets have been developed using proposals and bids from outside vendors to support each element of the three year plan (2012-2015). The SIG budget provides funding for the turnaround officer, professional development stipends, training fees, and services (including national conferences, collaboration time, 5 day teacher academy and 5 day new teacher training, technical assistance, and coaching/modeling of scientifically research based interventions), costs for extended day and extended year, signing incentives, technology hardware, infrastructure, training and support. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs. See Budget.</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>The LEA is a single site district. The SIG Team, Turnaround Officer/Office are located on-site. Monitoring will occur daily. Additionally, the School Support Team and Educational Consulting Service visits will occur on site. The achievement data will be regularly monitored in order to provide additional support for teaching staff as needed and to identify teaching staff that will need to be placed on improvement plans and/or dismissed.</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. 	<p>The newly established Superintendent's Advisory Council (SAC) has created and presented to the BOE for approval a school day which would continue the current teacher contract day beginning at 7:30 a.m. and ending at 4:00 p.m. The student day, however will be extended from the current 7:55 a.m. - 3:25 p.m. to 7:50 a.m. – 3:50 p.m. The additional 30 minutes will be divided and added to each class period. This schedule will add 5,220 minutes or 87 hours to the school year.</p>

<ul style="list-style-type: none"> 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. 	<p>Melanie Keeling has been identified as the LEA Turnaround Officer. Mrs. Keeling is an outstanding educator with exceptional management and organization skills. She serves as a significant leader at this site. Her degrees and certifications include: Health/Physical Education, Middle Level Mathematics Certification, and has a Master's degree in School Administration. Mrs. Keeling has 10 years of experience.</p>
<ul style="list-style-type: none"> 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. 	<p>The LEA will provide a minimum of 90 minutes weekly for teacher collaboration. Current plans are to implement a staggered schedule that will provide built in collaborative time for all grade levels and extended learning time for all students. The LEA will provide additional training to facilitate the collaboration process for maximum effectiveness through leadership training, the teaming process, and use of the WISE Tool.</p>
<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. 	<p>The Turnaround Team has been identified by the LEA. Members of the team assisted in writing and implementation of the 2011-2012 School Improvement Grant. The Turnaround Team includes 3 Master Level Teachers (each with over 20 years of experience), the LEA Superintendent, and Educational Consultant Kim Collier.</p>
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>The LEA has proved that they have a sound fiscal management by never having any audit findings.</p>
<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority schools. 	<p>Grant-Goodland has conducted a professional development survey, and Marzano's <i>What Works in Schools</i> - Teacher, Student, and Parent Survey results in order to design, support, progress monitor, and implement the strategies and models indicated to determine capacity. The SIG Team has carefully selected an external consultant company to assist in all elements of the process. The implementation of the School Wide Improvement Plan has fully prepared the SIG Team and faculty to implement the transformation model and</p>

	interventions selected.
<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. 	The transformation model will be sustained with Title I and Title IV funds. The plan includes strategies to ensure the staff will receive the support to implement instructional strategies necessary to increase student achievement.
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	The grant application was submitted April 20, 2012.
<i>Only For LEAs implementing School Closure</i>	
<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. 	

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

- The LEA does not have a written procedure/policy to recruit, screen, and select external providers.
- The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

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

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

Collier Education Consulting, LLC, dba Educational Consulting Service (ECS), was selected as the external provider to provide technical assistance and professional development services due to many years of success in assisting schools in developing systemic change to improve and sustain student achievement. ECS will support ongoing reform and initiatives in curriculum alignment, mapping, behavior management, data analysis and disaggregation, PLC's, community involvement, and focused professional development. In order to support the Transformation Model, ECS will provide weekly on-site coaches to assist teachers and administrators by modeling best practices and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions, and leadership development with the principal through walkthroughs, coaching debriefing, and modeling. ECS will also provide Ongoing professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as monthly and yearly reports for accountability with all stakeholders. Faculty, administrators, and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making each year.

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	<ul style="list-style-type: none"> • Salaries for classroom teachers, teacher’s aides. • Stipends, registration, and travel were paid to teachers to attend professional development. • Technology including smartboards, projectors, and student response systems.
Title II, Part A	<ul style="list-style-type: none"> • See REAP below
Other Federal Resources <ul style="list-style-type: none"> • Title VI (REAP) • School Improvement (515) • IDEA 	<ul style="list-style-type: none"> • Salary for math tutor. • Instructional materials for reading and math are provided to enhance instruction. • Instructional technology is provided to enhance instruction. • Special Education services are provided as needed for identified students. • New Teacher Orientation is provide for all teachers. • Stipends for non-instructional staff trainings. • Salary for failure free program support staff.
State Resources <ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Salaries for classroom teachers and administrators. • Curriculum required for core content and elective classes. • Comprehensive data system for providing formative and summative data.

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.

<p><u>District Level Activities to Modify Policies and Procedures for Effective Implementation</u></p> <p>The district will establish a Superintendent’s Advisory Council (SAC). The Council will consist of :</p> <ul style="list-style-type: none"> • Superintendent/Interim Principal—B. Hammers • SIG Team Members—S. Dawson, L. Milstead, D. Green, K.Hays, A. Thomas • Turnaround Officer—M. Keeling • Parent(s)—T. McGee, L. O’Neil • Community Involvement – M. Green

The SAC Council will meet twice monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education (BOE) by the Superintendent as requested by the SAC Council.

Grant-Goodland Elementary experiences charter-like autonomy due to the fact it is a single site district. The superintendent and principal work in the same building with all members of the faculty team. The building principal, school superintendent, and a team of educators interview all prospective applicants. The team works together to identify teachers with the potential for success in a rural school. All Grant-Goodland Elementary district administrators, teachers, staff, parents, students, community members, and board members are working for the same goals and the same students.

As per the *Handbook on Effective Implementation of School Improvement Grants* the district/school will:

- Implement scheduling changes to enhance and extend the school day
- Teachers will be provided multiple opportunities to monitor individual student progress, to perform data analysis, and to participate in collaboration and professional development activities
- Ensure that all budgets will be aligned with school improvement efforts. The district/site has also contracted with OSSBA to provide a systemic and ongoing process for policy review.

The following policies have already been recommended for modification

- The district will modify policies to support district efforts to **retain** students that are in need of retention.
- The district will modify policies to mandate summer school for lowest performing students.
- The district will modify policies to support **extended day/year** activities.
- The district will modify current **evaluation policies** to include **performance based incentive bonuses**.
- The district will modify the current teacher/faculty handbook.
- The district will modify current policies as needed to provide **operational flexibility** and **sustained support**.

School Level Activities to Modify Policies and Procedures for Effective Implementation

- The district / school will create teams to address each portion of the action plans. Marzano (2003) recommends leadership is best accomplished with a team approach. A team approach distributes the leadership.
- The SIG Team will develop statements of purpose and by-laws for the team's operation.
- Teams will receive work plans for the year and will be assigned specific work products to produce.
- Each team will maintain plans, agendas, minutes, and meeting attendance using the WISE Tool.

- Professional Development will be provided on teaming practices, the WISE Tool, Edusoft Benchmark Assessment software, curriculum alignment, Kagan Cooperative Learning Training, and Marzano's *What Works in Schools* strategies.
- The Turnaround Officer, Superintendent/Interim Principal will be responsible for providing timely access to information needed to complete tasks, such as student data.
- SAC Team will meet twice each month for one or more hours.
- Instructional Teams will meet once each month for one or more hours to conduct general business and a minimum of 90 minutes per week to review student learning data and to refine instructional plans.

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.

Involving Stakeholders

Grant-Goodland Public School is a single site district. All faculty, staff, and administration work in the same building as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided multiple opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the Transformation Model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district/school has established a SIG Team, Professional Learning Communities, and a Superintendent's Advisory Council (comprised of superintendent/interim principal, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation policy and procedure changes that will reduce barriers and enhance the effectiveness of the Transformation Model.

Transition Plans

Grant-Goodland School will require all teachers to participate in professional development on the following topics to sustain reforms:

- Data analysis
- Curriculum

- Differentiated Learning / RTI
- Kagan Training – Cooperative Learning
- Understanding the Community and Culture of Grant-Goodland Elementary
- Grant-Goodland policies and procedures
- Grant-Goodland School will provide a mentor for ALL new teachers. Mentors will be assigned in August, so the teachers have help in preparing for the school year.

The district/school will also establish and maintain a set aside in the budget for recruitment purposes. These funds will be used to provide “signing incentive bonuses” to assist the district/school in attracting the best candidates for teaching and leadership positions.

The district/school will continue to work and expand a partnership with Southeastern Oklahoma State University.

Grant-Goodland Elementary will establish a team to continue promoting the school in the community in order to maximize the opportunities for the school.

Strategic Planning Process

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

Formative and Summative Data Collection

Grant-Goodland School will implemented the following procedures/strategies for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

- Edusoft Benchmark Assessment software
- Teacher and Leader performance based evaluations
- Policies requiring pre- and post-test assessments to be used in all classrooms and programs.
- Annual review of summative data to identify achievement gaps, gaps in curriculum and to identify professional development needs.

Other Funding Sources

The district/site receives Title I, Title IV, and Title VII funding. The district/site will reallocate existing federal funds to sustain the elements of the program that positively impact student achievement. The district/site is currently working to secure funding from corporate sources and to establish a local community foundation.

Title I Part A Schoolwide/School Improvement Plan

Grant Goodland’s Schoolwide Improvement Plan included goals and action plans for:

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

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

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

**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: Grant Goodland Public School		SIG Site Contact: Buck Hammers Name & Position: Superintendent	
Address: 201 N Everidge St Grant, Oklahoma 74738		Phone#: 580-326-8000 Email Address:bhammers@grant.k12.ok.us	
Grade levels enrolled (SY11-12): PK - 8		Number of Students Enrolled (SY11-12): 213	
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 type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" 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		\$372, 464.32	
Year 2: SY 2013-14		\$307,750.00	
Year 3: SY 2014-15		\$245,750.00	
Total Amount of Funding Requested for this School		\$925,964.32	

SCHOOL NEEDS ASSESSMENT

The school conducted a comprehensive needs assessment prior to completing the application for the FY2011 SIG funds.

Grant-Goodland Public School began its needs assessment using the WISE Planning and Coaching Tool in the Fall of 2011. The team consisted of Buck Hammers, Superintendent, Melanie Keeling, Kathryn Hays, several staff members, and a parent. The team assessed the needs of the school according to Oklahoma’s Nine Essential Elements and entered those assessments into the WISE Planning Tool. Additionally, the team analyzed multiple forms of data including OCCT scores for the past two years, attendance rates, mobility rates, free/reduced lunch count, and School Leadership Team reports.

Grant-Goodland is currently in Year 2 of school improvement. Due to this identification, the team also took the AYP status of the 2010-2011 into consideration when determining action steps for the model. According to the 2010-2011 NCLB Report Card Grant-Goodland Public Schools had a total API of 654. (The state average is 1138) and did not make AYP in Mathematics or Reading. During the 2009-2010 school term the NCLB Report Card for Grant-Goodland Public School had a total API of 763 (The state average was 1092), therefore AYP was not met in Mathematics or Reading.

The result of the district and school needs assessments informed all aspects of the SIG application from choosing a model to creating specific action steps. More detailed information about the results of the needs assessment can be found in the Summary of Needs Assessment Section of this application.

Data Used for Needs Assessment

Grant-Goodland Public School reviewed the following data while conducting the comprehensive needs assessment. Data were collected by school staff and analyzed by the school leadership team. The analysis led to the identification of areas of strength and needs in Grant-Goodland Public School. The following data will continue to be collected for the duration of the SIG grant to ensure state and federal reporting requirements are met.

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 Disaggregated Data	Self-Assessments (certified and support staff)	Attendance
Oklahoma School Report Card Data	Marzano Research Laboratory Surveys of parents, students, teachers and administration.	Free/Reduced Lunch Count
9 Essential Element Site Visit Observation Results from the SDE School Support Team	Safe and Healthy Meeting Minutes	Ethnicity Enrollment Summaries

Student Grades (Report cards)	Professional Development Needs Surveys	Discipline Data
		Special Education Data Profile Report

Stakeholders Involved in Needs Assessment

Grant-Goodland Public School involved multiple stake holders in the needs assessment and decisions-making processes regarding the SIG application. The list of school leadership team members that were involved in the WISE Planning process can also be found in the Grant-Goodland Public School’s WISE Plan or in the Table below.

Name	Title	Stakeholder Group
Mr. Buck Hammers, Mrs. Melanie Keeling, Ms. Kathryn Hays, Mrs. Aimee Thomas, Mrs. Stormie Dawson, Ms. Debra Green, Mrs. Lisa Millstead	Superintendent, Interim Principal and staff	School Leadership Team
Mrs. Lisa O’Neil, Mr. Haskell Furr, Ms. TyJuan McGee, Mr. Curtis Barr, Mrs. Carolyn Hill, Mrs. Kimberely Fowler	Family and Community Members	Family and Community Members
Mr. Buck Hammers, Mrs. Melanie Keeling, Mrs. Pam Keeling, Ms. Jimmie Sue Miller, Mrs. Debbie Hamill	Superintendent and District Central Office Staff	District Leadership Team

LEA Needs Assessment Process

The Grant-Goodland district leadership team began meeting upon announcement of the eligible SIG schools on March 27, 2012. The district held meetings in March and April with various stake holder groups including district leadership, school leadership, and family/community members.

Grant-Goodland Public School used data to conduct a comprehensive needs assessment for the district. Data used in this assessment included OCCT data for two years, NCLB Report Cards, Grant-Goodland’s plan initiative, school and community feedback, and demographics. Beyond data, Grant-Goodland Public School gathered feedback and perception data from staff and community members. Grant- Goodland Public School received this feedback from various stakeholder groups at the following meetings:

Meeting Dates	Meeting Title	Stakeholder Groups Represented
March 27, 2012	Initial SIG Meeting	District

March 28, 2012	District SIG Meeting	District
April 2, 2012	District SIG Meeting	District, parent, various staff
April 6, 2012	District SIG Meeting	District, parents

The data analysis and feedback from stakeholders meetings resulted in the choice of the Transformational Model and selection of the strategies included in the action plan.

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.	The School profile shows that the student population at Grant-Goodland Public School is diverse with 16% African American, 41% American Indian, 6% Hispanic, and 37% Caucasian. 100% of the students qualify for free/reduced lunch and 21% qualify for Special Education. Grant- Goodland Public Schools has a 24% mobility rate. Grant-Goodland Public School is 100% highly qualified and ##% of the staff hold advanced degrees. The staff includes 16 classroom teachers, 1 ½ special education staff, 3 special education support staff, 4 paraprofessionals and 2 support staff.
Curriculum: Includes academic expectations, alignment to PASS with transition to Common Core Standards, and the process to monitor, evaluate and review curriculum.	During the 2012-2013 school term teaching staff will provide a course syllabus to students explaining course curriculum. School leadership will ensure every student has access to common core curriculum. However, Teachers are in need of training on aligning curriculum to PASS with transition to Common Core and increasing Depth of Knowledge. The teachers have identified some gaps in the curriculum and are using the state blueprints. However, more work is needed in this area.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS with transition to Common Core Standards, and use of assessment data.	Teachers at Grant-Goodland Public School are using comprehensive benchmarks and mini-assessments to determine the needs and skill levels of each student. Teachers will also use these assessments to identify Instructional gaps or to reteach concepts. Grant- Goodland Public School are working towards 100% of teaching

	staff including pre- and posttests in lesson plans and to help them develop effective remediation strategies based on the data.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.	Teachers have received training in differentiated instruction, technology strategies, and What Works in Schools. However, not all teachers are using differentiated instructional strategies in the classroom. 25% of teachers are using technology in the classroom, and 50% are using instructional strategies to meet specific student needs. We currently have an after school program however, it is not design or utilized to fit the needs of the students.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	The school diversity changed during the 2010-2011 school year during the consolidation of Grant and Goodland occurred. The school strives to create a safe environment with high expectations for all students, but classroom management and increasing rigor in the curriculum are still challenging. Information about the school is communicated to parents every 4 ½ weeks through progress reports. The Discipline Team will develop a discipline plan for students needing intensive interventions and will communicate that with parents.
Student, Family, and Community Support: Includes communication methods and including parents as partners.	Various counseling groups provide counseling services for students. The school has a PTO however the percentage of parents involved and support this group is low. Grant-Goodland Public School recognizes the need to increase parental involvement beyond Open House and student involvement in clubs, sports, and organizations.
Professional Growth, Development, and Evaluation: Will include a professional development plan, capacity building, and evaluation process.	Teachers at Grant-Goodland Public School have Opportunity for job-embedded professional development. Each teacher is provided one planning period. Teachers also have access to an Instructional facilitator. Teachers attend bi-weekly staff meetings that focus on administrative items. Some teachers attend professional development out of the district. Title I funds are budgeted for professional development such as data workshops, and technology trainings, but not all teachers attend all professional development opportunities.
Leadership: Includes process for decision making, policies	The school currently has a school leadership team who has reviewed the mission and vision

<p>and procedures, and the shared vision.</p>	<p>for the school, but has not rewritten them for the next school year. Currently, leadership attends one meeting a month. Leadership change at the end of this school term will help the district meet major challenges in the leadership practices. The Superintendent will work closely with the staff to attend to those challenges</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>Grant-Goodland Public School has various funding sources for 2011. The school received Title I funds, Title VI Part B, and school improvement funds (515). With these funds, the school provided salaries for classroom teachers and support staff, professional development opportunities, instructional technology, after school tutoring, and instructional materials to enforce reading and math. The school will continue to receive Title I, Title VI, and 515 funds. We are currently not anticipating any reductions in funding at this time.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Teachers receive 45 minutes bi-weekly for collaboration time. Meetings are to be Structured around student progress. In May these meetings will be twice weekly and will be documented by agendas and minutes with an administrator monitoring progress. At the beginning of the 2012-2013 school term teachers will meet weekly. The school used the WISE Planning tool in the 2011-2012 school term with 30% of the staff involved in the process. However, the WISE Plan was not monitored on a regular basis or used effectively to drive school Improvement. The Leadership Team feels it will be effective if run effectively. However, the plan will be reviewed each nine weeks for effectiveness.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Grant-Goodland chose the transformational model in consultation with SDE staff and technical assistance from an outside consultant, Collier Educational Consulting dba Educational Consulting service (ECS). Members of the SIG Team discussed the application and the four available models. This information was shared with all school certified and support staff. Members of the BOE and parents were also contacted individually to discuss models and recommendations. On April 9, 2012 a comprehensive presentation was made to the BOE and community members for discussion and input. Based on the following information, the district selected the Transformation Model.

The current status of the physical buildings, staffing, and curriculum at Grant-Goodland was analyzed in the choice model. A choice of another model would possibly impact students in a negative manner. The Leadership Team will have flexibility to rehire new staff to fill positions regardless of the model chosen. Grant-Goodland Public School will have an opportunity to reform curriculum as required by the Transformational Model.

The comprehensive needs assessment was also analyzed in the choice of model. The School Wide Section of the State Department of Education has stated they see positive changes occurring at Grant-Goodland Public School however, dramatic changes are needed for students to have success in this ever changing society. It is also evident that all these strategies need increased support and focus which would be provided by the Transformation Model. The comprehensive needs assessment revealed some weaknesses in the areas that align directly with the reform strategies of the Transformation Model: such as parent and community involvement, use of data in decision making, and increased learning time.

For the reasons outlined above, the Transformation Model was chosen for Grant-Goodland Public School.

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 API reading score for the All Students subgroup at Grant-Goodland PS will increase from 548 in the 2010-2011 school year to 685 in the 2012-2013 school year.
Goal for 2013-2014: The API reading score for the All Students subgroup at Grant-Goodland PS will increase from 685 in 2012-2013 to 856 in the 2013-2014 school year.
Goal for 2014-2015: The API reading score for the All Students subgroup at Grant-Goodland PS will increase from 856 in 2013-2014 to 1070 in the 2014-2015 school year.
Rationale: The 2011 API Reading scores for the All Students subgroup at Grant-Goodland PS was 548. Grant-Goodland PS feels that the goals for 2013, 2014, and 2015 will be attainable given the additional support, professional development, and resources from the SIG grant.

SMART Mathematics Goals
Goal for 2012-2013: The API Math score for the All Students subgroup at the Grant-Goodland PS will increase from 491 in the 2010-2011 school year to 614 in the 2012-2013 school year.
Goal for 2013-2014: The API Math score for the All Students subgroup at Grant-Goodland PS will increase from 614 in 2012 - 2013 to 768 in the 2013-2014 school year.
Goal for 2014-2015: The API Math score for the All Students subgroup at Grant-Goodland PS will increase from 768 in 2013-2014 to 960 in the 2014-2015 school year.
Rationale: The 2011 API Math scores for the All Students subgroup at Grant-Goodland PS was 491. Grant-Goodland PS feels that the goals for 2013, 2014, and 2015 will be attainable given the

additional support, professional development, and resources from the SIG grant.

SMART Graduation Rate Goals
Goal for 2012-2013: N/A
Goal for 2013-2014: N/A
Goal for 2014-2015:N/A
Rationale: N/A

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	<ul style="list-style-type: none"> • Salaries for classroom teachers, teacher’s aides. • Stipends, registration, and travel were paid to teachers to attend professional development. • Technology including smartboards, projectors, and student response systems.
Title II, Part A	<ul style="list-style-type: none"> • See REAP below
Other Federal Resources <ul style="list-style-type: none"> • Title VI (REAP) • School Improvement (515) • IDEA 	<ul style="list-style-type: none"> • Salary for math tutor. • Instructional materials for reading and math are provided to enhance instruction. • Instructional technology is provided to enhance instruction. • Special Education services are provided as needed for identified students. • New Teacher Orientation is provide for all teachers. • Stipends for non-instructional staff trainings. • Salary for failure free program support staff.
State Resources <ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Salaries for classroom teachers and administrators. • Curriculum required for core content and elective classes. • Comprehensive data system for providing formative and summative data.

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.

Grant-Goodland Public School will modify policies and procedures to meet the requirements of the Transformation Model. Modifications will occur in the following areas.

Memorandum of Understanding

A Memorandum of Understanding (MOU) will address modifications necessary for implementation of the Transformation Model. The MOU will include provisions concerning teacher evaluation, teacher contracts, performance pay, and other areas. Pending approval of this application, The MOU will be approved by Grant-Goodland PS.

Staffing

Grant-Goodland will provide flexibility in hiring practices. Staff will be assigned by the Transformational coach, curriculum development coach. Staff will be assigned to highly qualified positions identified by their area of expertise. Grant-Goodland will use a structured interview process to hire staff to fill any available positions.

Teacher Evaluation System

In accordance with the requirements of the Transformation Model, a rigorous, transparent, and equitable Teacher Evaluation System will be implemented at Grant-Goodland Public School. The Teacher Evaluation System chosen by Grant-Goodland Public School is the Marzano's Evaluation Tool.

Performance Incentive

Grant Goodland Public School does not currently offer performance incentives for academic goals. Modifications to the policies regarding incentives will be made to meet the requirements of the Transformation Model.

District representatives met on April 6, 2012. During this meeting the representatives that were present voted to adopt the performance incentive that all Grant-Goodland public schools certified teachers will receive \$2000 if the reading SMART goal is met and \$2000 if the math SMART goal is met.

Scheduling

Grant Goodland will implement a continuous learning calendar for the 2012-2013 school year. All students will be assigned to a double block reading/language arts course. Students who performed limited knowledge or unsatisfactory on the OCCT exam will be assigned to double block math. This will help bridge the gap for those students who are not being successful.

Grant Goodland will continue the current teacher contract day from 7:30 a.m. – 4:00 p.m. The student day, however will be extended from the current 7:55 a.m. – 3:25 p.m. to 7:50 a.m. – 3:50 p.m. The additional 30 minutes will be divided and added to each class period. This schedule will

add 5,220 minutes or 87 hours to the school year.

Collaboration Time

At least 90 minutes of protected collaboration time is an additional Oklahoma requirement of the SIG competition. Grant-Goodland will provide all certified teachers with at least 90 minutes of collaboration time a week.

Professional Development

A 5 day teacher academy and an additional 5 days of professional development during the school year are additional Oklahoma requirements of the SIG application. To meet these requirements, Grant-Goodland Public School will schedule a 5 day teacher academy prior to the first day of the school in August 2012. Additionally, Grant-Goodland will include in its schedule 5 onsite professional development opportunities for staff. More information about specific professional development opportunities can be found in the Action Plan section of this application.

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.

In developing the school application, Grant-Goodland Public School has taken sustainability of reform efforts into consideration. Grant-Goodland PS has addressed sustainability in all the required areas of the application.

Stakeholder involvement

Grant-Goodland PS involved stakeholders in the process of developing the school SIG application and action plan. Meetings were held in March and April that included representatives from the district office and leadership team, school staff, and parents. The following chart details the meetings held regarding the SIG application and Transformation Model Requirements. (Repeated from LEA Needs Assessment section of this application.)

Meeting Dates	Meeting Title	Stakeholder Groups Represented
March 27, 2012	Initial SIG Meeting	District
March 28, 2012	District SIG Meeting	District
April 2, 2012	District SIG Meeting	District, parent, various staff
April 6, 2012	District SIG Meeting	District, parents

Grant-Goodland PS will continue the efforts recommended by stakeholders through continuous communication and involvement of stakeholders throughout the duration of the SIG funds and beyond. Grant-Goodland plans to do this through a monthly newsletter, increased focus on PTO membership, and additional family/community meetings.

Transition Plans

Grant-Goodland PS has aligned its application as closely as possible with the strategic plan, which is a written plan for the future of the district. Using the strategic plan as a guide, Grant-Goodland PS developed action plans in this application that will be supported by the district in future years. Because the action plan so closely aligns, the transition from a SIG school to a non-SIG school in three years will be seamless.

WISE Planning and Coaching Tool

Grant-Goodland Schools have used the WISE planning and Coaching Tool to develop school wide and/or school improvement plans. Grant-Goodland PS began its strategic planning process using the WISE Planning Tool in October and will be fully implementing the WISE Plan in the 2012-2013 school year. Additionally, Grant-Goodland PS will receive additional monitoring of and support for the WISE Plan by the Superintendent and the Leadership Team

Formative and Summative Data

Grant-Goodland PS currently administers benchmark exams and will conduct data reviews at least three times a year. These efforts will be continued for the duration of the SIG funds. Sustainability of these efforts is supported by district policy. GGPS supports the sustainability by supporting the continued used of data driven decision making.

Funding Sources

GGPS considered financial sustainability of all proposed expenditures and actions included in this application. GGPS will leverage SIG funds to gain the maximum effect without incurring unsustainable costs after the funding period. As a result, the primary focus of the SIG funds at GGPS

will be investing in human capital by building the capacity of the staff. As GGPS foresees a decrease in professional development in subsequent years, efforts can be sustained by current levels of Title I funding. Title I will also be available to sustain the parent involvement activities. However, GGPS will also continue to pursue outside funding sources to sustain other strategies including parent and community collaboration and performance incentives.

Title I Schoolwide Plan

Because GGPS uses the WISE Planning Tool for SIG plans and the Campus Improvement plan, the Campus Improvement Plan will support the sustainability of the SIG reforms. GGPS Leadership Team is in a continuous effort to develop a plan that includes approved actions in the SIG application and the Title I requirements. GGPS will be able to sustain SIG action steps through the Title I schoolwide plan.

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.

Grant-Goodland Public School will not be requesting part of the Year 1 funds to support Pre-Implementation activities.

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:			
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>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>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> <p>4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive</p>			

Name of 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>instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>			
<p>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>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.</p>			
<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>			

Name of 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)
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

Name of School: Grant-Goodland Public School

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)			
<p>1. Replace the principal who led the school prior to commencement of the transformation model.</p>	<p>The principals of Grant-Goodland Public School will be replaced for the 2012-2013 school year. GGPS is requesting that the current superintendent serve as the interim principal for the upcoming school year. The transformation coach will assist with the principal roles.</p> <p>GGPS will search for a principal who meets the needs of our rural community and appoint a new principal before the 2013-2014 school year begins.</p>	<p>July 2012</p>	<p>Buck Hammers, Superintendent</p> <p>Melanie Keeling, Transformation Coach</p> <p>Grant-Goodland BOE</p>

<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <ul style="list-style-type: none"> a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement. 	<p>The district will be using Education Consulting Service to help provide training on the new Marzano Evaluation System. The Marzano Evaluation System will use teacher performance data and student growth projections to determine their effectiveness. This data will be used for diagnosis to identify individual teacher strengths and weaknesses and determine data-driven decisions about teacher practice and instruction. The evaluation system will be implemented during the 2012-2013 school year.</p> <p>GGPS staff will receive continued training on the Marzano Evaluation system during the implementation year of the evaluation system. The District Team will review the evaluation system and use information to develop professional development plans for 2012-2013.</p> <p>For teachers who do not meet or exceed the SMART Goals growth projection and state expectations, the principal will clearly communicate expectations to those teachers and hold them accountable if expectations are not met. This will be accomplished through documentation, communication of evaluation results, and providing a plan of improvement prior to considering exiting those teachers.</p>	<p>April 2012 –</p>	<p>Buck Hammers, Superintendent</p> <p>Melanie Keeling, Transformation Coach</p> <p>District Leadership Team</p> <p>Kim Collier, ECS Executive Director and External Provider</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Principals will also be held to a set of performance standards that will include ensuring that their school is performing at expected achievement levels. These standards will be clearly communicated to all leaders at the beginning of their term and reinforced as needed. An effective leader will be expected to show a school value-added score that meets or exceeds a specified minimum score each year as well as meeting Federal AYP (Annual Yearly Progress) standards for graduation rates, student test scores, and attendance. They will also be required to have a score on their performance rubric evaluation that meets or exceeds district standards. Developing leaders will be permitted to achieve at a slightly lower standard in their first year, but will be expected to reach the district standard of effectiveness in the following year. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations.</p>		
<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</p>	<p>All teachers will give benchmark assessments at the beginning and at the end of each school year.</p> <p>Individual Merit Pay Component If 90% of FAY students in a teacher's class show mastery (75% correct) of the district benchmarks, the teacher will receive a \$1,500 stipend. This is the individual component of merit pay. The individual component will be awarded annually in June.</p> <p>Benchmark assessments will be developed for</p>	<p>June 2013, June 2014, June 2015</p> <p>July – September 2012</p>	<p>Buck Hammers, Superintendent</p> <p>Melanie Keeling, Transformation Coach</p> <p>Kim Collier, ECS Certified Staff</p>

<p>done so.</p>	<p>each classroom during the summer and fall of 2012, using Edusoft. The Edusoft program will be purchased and used to its fullest potential.</p> <p>Team Merit Pay Component <u>All teachers will receive merit pay based on increases in school-wide API scores as follows:</u></p> <p>\$500 stipend for 10 - 14% gain, \$750 stipend for 15 - 19% gain, \$1,000 stipend for 20 - 24% gain, \$1,500 stipend for 25% or better gain</p> <p>This is the team component of merit pay. As part of the team, the principal will be awarded a stipend based on the teacher award as follows: Principal 1.5 x teacher award.</p> <p>Example: If the teachers receive a \$1,000 award, the principal would receive \$1,500. Awards will be made in the fall after the district receives OCCCT data and district/site report</p> <p>Justification for Administrative Merit Pay Component The principal will be working directly with all certified teachers, paraprofessional staff, ECS, and the SIG team to implement all aspects of the transformation.</p> <p>Monitoring - All members of the SIG Team will meet to review API data annually and to determine awards. Documentation, including sign-in sheets, API reports, expenditure reports, and agendas will be maintained for program fidelity purposes.</p>		
-----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Grant-Goodland School will be using Educational Consulting Service as the external provider and the Effective Schools model toward comprehensive reform in order to provide professional development aligned with formative and summative data, including the state data (OCCT) and district benchmarks, the WISE Planning Tool, and Oklahoma Nine Essential Elements and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided in-house by Grant-Goodland faculty members.</p> <p>In order to determine professional development needed and aligned with the LEA's comprehensive school plan, four elements were used. All faculty members completed the Nine Essential Elements Needs Assessment and Annual Professional Development Survey in March 2012. The WISE Online Needs Assessment was administered to the Grant-Goodland SIG Team. Data from the two site visits (2011-2012) by the School Improvement Plan Support Team Members was also utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job-embedded professional development.</p> <p><u>Data Disaggregation and Analysis</u> will be focused on increased student achievement, progress monitoring, school analysis, and data collection. Participants will analyze OCCT data and identify all subgroups, gender gaps, FAY/NFAY students for progress monitoring,</p>	<p>August 2012 - June 2015 and continue learned information beyond the SIG grant.</p>	<p>External Provider, Kim Collier, Educational Consulting Service Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Coach</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>determine targets for improvement and timelines for gaps. Results will be validated with educational research to improve student academic performance.</p> <p>Teachers will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. Administration and teachers will conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009).</p> <p>Participants will also analyze data from multiple sources (WISE Needs Assessment, District Benchmark data, Literacy First, attendance, suspensions, etc.) to determine needs for teacher instruction and student learning. Furthermore, participants will continue to analyze data for progress monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement.</p> <p>Classroom formative assessments will be utilized and analyzed to give teachers feedback about students' understanding of the material presented and to determine what adjustments to instruction are needed to improve students' understanding. (The National Center for Fair and Open Testing, 2007).</p> <p>Coaching In addition to the Effective Schools model, the value of coaching in education has been well documented. The research of Bruce Joyce and</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools' staff members build community.</p> <p>In addition, the scientifically based research of Dr. Bruce Joyce and Dr. Beverly Showers provided a meta-analysis of professional development work and its implementation in the classroom. Their research shows that without coaching and feedback in the classroom very little PD learning translates into classroom application. However with coaching and feedback on site, implementation of professional development learning increases to 80%.</p> <p>Coaching aligns with the district's focus for system wide school improvement and transformation: district redesign, leadership, opportunity and accountability, and community-centered education reform. In order to support the Transformation Model and have dramatic and intensive effect on improvement for Grant-Goodland School, ECS will implement a coaching and professional development model and provide biweekly on-site coaches to assist teachers and administrators by modeling best practices and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with teachers and administrators. ECS Executive Director, Kim Collier, will provide additional coaching, mentoring and leadership development for the</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>principal, aligned with the Marzano’s Evaluation System, walkthroughs, and needs assessment.</p> <p><u>Instructional Rounds</u> ECS will also implement “Instructional Rounds” to enhance teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers. During these instructional rounds, small groups of teachers make brief observations of their fellow teachers. These observations are longer than typical “walkthroughs” and shorter than an entire class period. During the rounds, groups of teachers will conduct as many observations of classrooms as possible within part of a day, and then discuss their experiences later in the day. These instructional rounds are usually not used to provide feedback to the teacher being observed, although it is an option. The primary purpose is for the teachers making the observations to compare their practices with those observed in the classrooms. It is the discussion at the end of the rounds and self-reflection by the observing teachers that is the benefit for improvement. Furthermore, every teacher will participate in instructional rounds at least once per semester (Fall and Spring). In addition, rounds will be facilitated by the Transformation Coach.</p> <p><u>WISE Training</u> Additional professional development will be Ongoing in order to create and revise the WISE School Improvement Plan. WISE Needs Assessment and Rapid indicators are aligned with the Oklahoma Nine Essentials.</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Curriculum Alignment and Mapping Continued professional development will be provided for curriculum alignment and mapping as indicated on the WISE Needs Assessment. In addition, alignment of the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources will be provided. In 2012/2013, Reading pacing calendars and Reading and Math curriculum maps will be developed. In 2013/2014, Science pacing calendars and curriculum maps will be developed. In the final year of the grant, 2014/2015, Social Studies pacing calendars and curriculum maps will be developed. Teachers will continue the instructional planning and alignment process to close gaps and increase teacher instructional effectiveness and student learning. The Curriculum Alignment and Instructional Planning process has proven to be a key strategy in creating high achieving classrooms. Teachers and administrator will develop an in-depth understanding of the alignment process: what it means, why it is important for all students, what it looks like in schools and in individual classrooms. Furthermore, teachers will:</p> <ol style="list-style-type: none"> 1. Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources. 2. Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices. 3. Align the instructional delivery system within the school and classroom to meet individual 		

		<p>learning needs of all students.</p> <ol style="list-style-type: none"> 4. Align curriculum with existing standards, benchmarks and assessments. 5. Align instructional practices in the classroom to be standards-based, incorporate higher-order thinking, and to meet the unique learning needs of each and every student. 6. Align reading and math standards (PASS) and the National Core standards to create curriculum pacing calendars and maps. 7. Align science standards (PASS) to create curriculum pacing calendars and maps. 8. Align social studies standards (PASS) and objectives to create curriculum pacing calendars and maps. <p><u>Differentiated Instructional</u> professional development will also be provided using research and best practice by Marzano and Carol Ann Tomlinson with scientifically research based reading and math instructional strategies. Administrators and teachers will understand that differentiation provides a structure of fluid and flexible tiers to challenge students at the appropriate level of instruction. It involves responsive teaching and scaffolding students' learning and may include cooperative groupings, using tiered assignments and alternative assessments, such as rubrics and individualized assessment progress monitoring (Student Individualized Assessment Plan /S-IAP). Curriculum standards tell us what to teach, but differentiation guides us in how to teach in order to meet the needs of all learners (Tomlinson, 2001). Strategies for differentiated instruction will also be</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>provided to assist teachers with their performance based evaluation assessment and individual professional growth plans.</p> <p><u>Building Professional Learning Communities (PLC's)</u> will be composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort. Furthermore, in the PLC, collaboration represents a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. External Provider, ECS, Kim Collier, will meet with PLC's monthly throughout the years of the grant to train teams in collective inquiry for best practices in teaching and learning, to encourage members to be action oriented, to gather evidence of current levels of student learning and be committed to continuous improvement. Furthermore, the External provider will encourage members of the PLC's to become focused on results which leads the team to develop and pursue measurable improvement goals that are aligned with school goals for learning.</p> <p>In addition to the Professional Development offerings throughout the year and the PLC team meetings and planning sessions, the External Provider will design (with the superintendent, principal, and Turnaround Officer) and conduct a five day summer academy each year for the</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>administration and teachers of Grant-Goodland School to provide transformation principles and help them implement the model to fidelity.</p> <p>These Academies will focus on the following:</p> <ul style="list-style-type: none"> Day 1 – Overview of the Transformation Model, Expectations and the WISE Needs Assessment Day 2 – Teacher Evaluation Instrument Day 3 – Curriculum Alignment and Mapping Day 4 – Differentiated Instruction Day 5 – OCCT Data Disaggregation 		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<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>Financial Incentives The district/school will set aside a minimum of \$5,000 annually to be used to recruit highly qualified staff. Signing bonuses will start at \$500. Amounts will be adjusted based on the number of staff needed as well as the availability of the specific staff needed for the year.</p> <p>Career Growth The Marzano's evaluation system will be used to provide teachers with positive reinforcement and validation of the teacher.</p> <p>ECS will provide coaching for all district evaluators to improve identification of effective teaching strategies and feedback to improve teaching.</p>	<p>July 2012- June 2015</p>	<p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Coach</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------

	<p>The district will implement a performance-based incentive program for certified staff. Incentive bonuses will be awarded annually for returning teachers based on student achievement and teacher evaluations. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Grant-Goodland the following year.</p> <p>Monitoring – An inventory of all technology equipment will be maintained annually in compliance with federal regulations.</p>		
<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.</p>	<p>Grant-Goodland will use ECS to facilitate vertical and horizontal alignment of curriculum and to identify instructional gaps using OCCCT reading /math results and Priority Academic Student Skills (P.A.S.S.).</p> <p>All teachers will be trained to disaggregate data, align curriculum, identify gaps, and to write effective curriculum.</p> <p>Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps and pacing calendars to design a comprehensive curriculum that is based on Oklahoma P.A.S.S. objectives. All instruction will be embedded in this concept.</p>	<p>Annually: July 2012, July 2013, July 2014, July 2015</p>	<p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Coach Kim Collier, ECS PLC Team</p>

	<p>Monitoring - Agendas, Sign-in sheets, curriculum alignment documents.</p> <p>Sustainability - PLC team leaders will be trained using the Train the Trainers model to ensure sustainability beyond the funding period.</p>		
<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S. objectives as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction (Tomlinson, 2001) and organization practices to accommodate student differences in the classroom. Accurate student assessments are critical to determine a student's strengths and weaknesses. Data from assessments will drive instruction in the classroom, which will result in increased academic achievement.</p> <p>PLC teams will meet weekly to review assessment data to make appropriate adjustments to instructional plans. Grant-Goodland will use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning.</p> <p>Summative assessments, which gauge student</p>	<p>Ongoing</p>	<p>Melanie Keeling, Transformation Coach</p> <p>Certified Teachers</p> <p>Kim Collier, ECS</p>

	<p>achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards, and yearly curriculum pacing for the current year of teaching (benchmarks) and the following year (OCCT) for both the students moving to the next grade and the new students entering a grade.</p> <p>Grant-Goodland teachers will utilize the following formative assessments: teacher observations, student-teacher conferences, questioning, quizzes, projects, class work, and homework. Additional formative assessments that will be added as a result of the Transformation Model are project-based assessments, student self-grading rubrics, and student self-assessments.</p> <p>Teachers will learn about these assessments, as well as how to create them, at professional development meetings conducted by ECS and in-house. Summative assessments Grant-Goodland will continue to utilize: Dibbles for Pre-K and K; Literacy 1st assessments for Pre-K through 3rd grade (additional students in upper grades are assessed if needed); skills lists grade reports for PreK-2nd grade; and Oklahoma Core Curriculum Tests for 3rd-8th grade. Additional summative assessments that will be added as a result of the Transformation Model are Edusoft Assessment Management System for 2nd-8th grade; skills lists grade reports for 3rd-5th grade, and written school-wide benchmark assessments for Pre-K through 2nd grade. Edusoft training will be embedded in the beginning of the year trainings so all teachers</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		<p>will have an active role in creating benchmark tests to use at each grade level. The primary goal of Edusoft is to provide a thorough and accurate academic assessment for 2nd-8th grade students using test items that are closely aligned with the Oklahoma P.A.S.S. standard. (See appendices)</p> <p>Once student data is obtained, teachers will use the data to differentiate instruction. At professional development meetings by ECS and in-house, teachers will bring their students' assessment data, and disaggregate and analyze each students' strengths and weaknesses. This information will then be placed on a S-IAP (See appendices) at which time the teachers will develop grouping practices, modification of assignments, opportunities for students to use a variety of responses (writing, orally, providing responses to peers); and effective instructional strategies according to the needs of the child. Small groups will be multi-age, multi-level, and flexible, allowing students to receive instruction in the skills that are specific to them. Lower-achieving students will be remediated in missing skills, while advanced students will go beyond the core curriculum. Schedules will be designed so all students will be able to participate in instruction that is designed specifically for them as students travel to other classrooms for academic instruction that is exactly what they need.</p> <p>Differentiated instruction will be provided as part</p>	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>of the professional development meetings at the beginning of the year by ECS and sustained throughout the year by additional profession development by ECS and in-house. Resources by Carol Ann Tomlinson will be used as a book study to assure teachers have the adequate knowledge base and expertise to differentiate instruction for all students.</p> <p>Monitoring – Sign-in sheets, agendas, and benchmark data will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results.</p> <p>Sustainability - The Data and Technology Integration Coach will work with the Instructional Facilitator, ECS, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results.</p>	
<p>8. Establish schedules and implement strategies that provide increased learning time.</p>	<p>Extended Day - The student day will be extended from the current 7:55 a.m. - 3:25 p.m. to 7:50 a.m. - 3:50 p.m. The additional 30 minutes will be divided and added to each class period. This schedule will add 5,220 minutes or 87 hours to the school year. The focus of the reform strategy will be to engage students in productive academic learning time, not simply add time to their day. All students will be pre-tested and post-tested to determine the success of the extended learning</p>	<p>August 2012-May 2015</p> <p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Officer</p>

<p>time intervention(s). The certified staff will submit test results to the principal. The SIG Team will review results and work with the certified staff and administration to make recommendations for programming modifications.</p> <p>Students will be pre-tested in September of each year and post-tested in May.</p> <p>All Day Pre-K and All Day Kindergarten The district will continue to provide all day Pre-K and all day kindergarten. Pre-K and Kindergarten students will be pre-tested and post-tested beginning the fall of 2010.</p> <p>Transforming the Structure of the Day The most at-risk students will receive a “double dose” of math or reading instruction.</p> <p>Protected Collaboration Time: Scheduling will also provide additional protected time for teacher collaboration. Using the WISE Tool, the Turnaround Officer and leadership teams will structure collaboration time to address vertical and horizontal alignment, data analysis, and intervention strategies. Teams will receive specific direction for calendar activities to be completed and products to be produced. Teachers will receive not less than 90 minutes of protected time for collaboration per week.</p> <p>Monitoring – Sign-in sheets, agendas, meeting minutes, school schedules, lesson plans, and</p>	<p>September 2012, May 2013, September 2013, May 2014, September 2014, May 2015</p> <p>Annually in September and May</p> <p>Ongoing</p> <p>August 2012- May 2015</p> <p>Ongoing</p>	<p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Officer Certified Staff SIG Team</p> <p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Coach PreK – K Staff</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>calendars will document these components. Data will be reviewed quarterly to ensure fidelity of the program elements is being met.</p> <p>Sustainability – Extended day and extended year components will be modified as needed to meet the needs of all at-risk students.</p>		
<p>9. Provide ongoing mechanisms for family and community engagement.</p>	<p>Research shows that students whose families are involved in their education perform better in school, stay in school longer, and are more likely to pursue further education. Parents and guardians also stand to gain from greater involvement in school life by gaining new skills and greater confidence as well as having more opportunities to become active and play a leadership role in school and community life.</p> <p>At Grant-Goodland we encourage family and community engagement by hosting organized parent meetings, family nights, and utilizing surveys to gauge parent and community satisfaction and support for our school. This spring we participated in the Marzano <i>What Works in Schools</i> survey of parents, teachers and students. We received more than sixty completed parent surveys. The Marzano school needs assessment will be ongoing and entail more surveys in the upcoming year. We plan to use the data to better serve the academic needs of our students, reflect on teaching practices and monitor school climate concerns.</p> <p>A site-developed needs assessment was also used to help us determine our families' greatest needs.</p>	<p>Ongoing</p>	<p>Appropriate Staff will be selected to coordinate duties as various components are fully developed.</p> <p>Buck Hammers, Superintendent/Interim Principal</p>

	<p>We found that our parents' greatest concern is for the academic achievement of their children. They also have a great concern for resources in their home. We have and will continue to use this data to select and secure community partners that will address these needs.</p> <p>Monitoring – Sign-in sheets and agendas will be kept on file to document all community involvement activities.</p>		SIG Team
<p>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.</p>	<p>Grant Goodland Public School operates as a single site district. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Grant Goodland Public School has developed and implemented district/school-wide communication and leadership mechanisms, so that those that will be impacted by a decision have a voice.</p> <p>Monitoring - Superintendent's Advisory Council (SAC). The SAC Council will meet twice monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education (BOE) by the Superintendent as requested by the SAC Council.</p> <p>The leadership team will work with the certified and support staff to make necessary modifications</p>	<p>July 2012-June 2015</p> <p>2 x per month throughout funding period.</p>	<p>Buck Hammers, Superintendent/Interim Principal Melanie Keeling, Transformation Coach</p> <p>Buck Hammers, Superintendent/Interim Principal BOE Superintendent's Advisory Council</p>

	<p>to schedules, calendars, and budgets that will most effectively increase student achievement.</p>		
<p>11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Grant-Goodland Elementary is a single site district. Therefore, all LEA support (teachers, resources, and technical support) is targeted to Grant-Goodland Public School.</p> <p>The district/school will engage in ongoing technical assistance meetings with the SEA.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from Educational Consulting Service.</p> <p>Grant-Goodland public school has created a SIG team which will meet to complete their WISE needs assessment and participated in the planning of the school's transformation model.</p> <p>The SIG Team will work with, Kim Collier, ECS to utilize WISE tool to assist with assessment, development, and documentation of school improvement efforts. In addition, Kim Collier, ECS and the Turnaround Officer, Melanie Keeling, will continue to conduct professional development and training with the school to ensure that the WISE planning tool is being utilized and that school reform and transformation is the focus of each SIPlan.</p> <p>Monitoring A formative evaluation will be conducted of both</p>	<p>1 x per month</p> <p>Ongoing</p>	<p>Kim Collier, ECS</p> <p>Buck Hammers, Superintendent/Interim Principal</p> <p>Melanie Keeling, Transformation Coach</p> <p>Kim Collier, ECS Instructional Facilitator</p>

<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <p>Digitized Classroom</p> <ol style="list-style-type: none"> 1. Interactive Whiteboards 2. Student Response Systems 3. Ipad 4. Infrastructure 	<p>inform faculty and administrators beyond the project funding. The improvement initiative will provide the tools necessary (professional development, protected collaboration time, and technology) to maximize the development of a collegial and collaborative professional learning community to build the capacity that will sustain school improvement impact.</p>		<p>Melanie Keeling Transformation Officer</p>
<p>The technology package in this grant was designed to transform the teaching and learning process at Grant-Goodland in bold and dramatic ways for the student, the teacher, and the administration. The technology pieces were specifically selected to create a total package that would enhance student engagement, provide efficiency in developing powerful lessons for the teacher, and to provide a meaningful systemic process for reflective teaching practices and effective feedback.</p> <p>Our needs assessment results indicate areas of focus to include more and improved feedback for teachers, more and improved differentiated instruction for students, and increased rigor and engagement for students. Our vision for this initiative will support our efforts and provide the means to transform our school into a place where creativity and collaboration are the norm; a place where students are continually engaged in real world experiences and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. It is not just covering content.</p> <p>Our students all qualify for free lunches and few</p>	<p>Year 1 Install infrastructure components, interactive white boards, purchase student response systems, and Ipad.</p>		<p>Beasley Technology</p> <p>Apple</p> <p>Rob Greggs</p> <p>Buck Hammers, Superintendent/Interim Principal</p> <p>Melanie Keeling, Transformation Officer</p> <p>Missy Penson</p>

	<p>have computers in their homes. This puts them at an extreme disadvantage as compared to their peers in higher socioeconomic regions. We need an opportunity to even the playing field, so our students can become more successful.</p> <p>Action Plan We are proposing a digitized classroom for grades PK – 3rd grade that would include interactive white boards and projectors for whole group instruction, student response systems and 1:1 iPads for teachers and students.</p> <p>Interactive White Board and Projectors The implementation of interactive white boards (IWB) and projectors with ample training and support will help maximize differentiated learning at Grant-Goodland. Grant-Goodland will install interactive whiteboards and projectors in classrooms. The IWB and projectors work cohesively to provide teachers and students a wealth of virtual learning. The projector can also be used in conjunction with the computer to provide virtual fieldtrips and educational video streams.</p> <p>1:1 iPads Students and teachers would use the iPads to learn how to use the Internet and software applications in a manner that would provide solid background knowledge and the most current resources on learning academic content. Students would have</p>	

		<p>the ability to express their creativity while learning the content in a manner that will prepare them for the 21st Century world of work. Teachers would begin digitizing their curriculum, so that the textbook no longer limits or stifles learning. The digitized curriculum will be much more efficient to keep updated and aligned horizontally and vertically; therefore, it would greatly impact student learning and achievement.</p> <p>Infrastructure In order to ensure this technology package will work properly, Grant-Goodland will be required to upgrade their wireless and networking capabilities. “Wireless networking allows administrators, teachers, and students the flexibility to make full use of the Web in and out of the classroom, and the means to connect and collaborate no matter what their location. Wireless networking appears to be the most logical extension of the anytime, anywhere-and any student-computing ideal that laptop programs have come to embody.” (Smart Tech & Learning, 2001).</p> <p>Our current server system is not adequate to support graphics and animation that are such an important part of interactive educational websites we utilize. This causes frequent slow connections, down time for the students as they wait for their programs to load, resulting in wasted learning time. We are often unable to connect to our server, due to the limited number of access points. To</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>effectively support additional technology, we are proposing significant upgrades to the system that will take us well into the future with regards to functionality and capacity. Without these upgrades, the students and teachers would be frustrated and the implementation would be severely compromised. Once the system is in place it would then be maintained with e-rate funding.</p> <p>Digitized Classroom The digital classroom is designed to meet our primary goal – To improve student academic achievement. Additional Goals include – 1) Ensuring the learning is engaging and meaningful for the student. 2) Ensuring teachers have and understand how to use the most up-to-date technology available to enhance both student and professional learning. 3) To prepare teachers with the knowledge and equipment needed to replicate real world learning and application of learning for their students.</p> <p>Professional Development To establish a technology-immersed program research has validated that job-embedded, on-site professional development is the most effective and long lasting means of increasing teacher effectiveness and student achievement. Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007) <i>Using Technology with Classroom Instruction that Works</i> with a forward by Marzano will serve as the</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>foundation for our professional development program to allow teachers to effectively integrate the technology package.</p> <p>This will be an on-site professional development component due to the need for day-to-day support when attempting to implement technology. The Data and Technology Integration Coach will work with the Instructional Facilitator and the external provider, ECS, to coordinate a professional development program that seamlessly integrates the technology as a learning tool for the teachers and the students using the coaching model.</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Name of School:

Closure Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to close a Priority school.			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

Name of School:

Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to restart a Priority school.			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

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

BUDGET SECTION

LEA BUDGET NARRATIVE

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

LEA Needs

Policy and Procedure Changes

At the district level policy changes were necessary in order to ensure barriers were reduced or removed to allow for a performance based evaluation instrument and to create a selection process for external providers. Additionally, the district/site has identified other policies for review during the months of June and July, 2012, to ensure procedures are fully in place for the implementation of the model. The district/site held numerous meetings to provide board members and staff members to provide input in selecting the model, the interventions, allocations of resources, and the evaluation instruments to be used. Numerous surveys, e-mails, and newsletters were also used to provide as much information as possible in the limited amount of time that was available for public review and input. All of this information was discussed at the April 9, 2010 board meeting in order to allow for final and more formal input from parents and other stakeholders. Cost for the changes in policy (extended day, turnaround officer, extra duty stipends, merit pay, external providers) are included below as appropriate.

Turnaround Office /Officer

The LEA has established a turnaround office and appointed a turnaround officer. Donna Rupert was appointed. She will be awarded a \$7,500 extra duty stipend for her responsibilities as the Turnaround Officer.

SIG Team

In order to fully implement the model, the district/site must established distributive leadership (Marzanno, 2003). Teacher leaders were selected to serve as SIG Team members. These teachers will receive an additional \$1,500 as compensation for additional professional activities associated with the SIG Transformation Plan.

Sustainability

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

Instructional Facilitator

Full time position dedicated to providing on-site day to day resources, modeling, and feedback for teachers in order to ensure full implementation of the research based strategies proposed.

Proposed Initiatives / Materials / Resources

Merit Pay

Individual Merit Pay Component

If 90% of FAY students in a teacher's class show mastery (75% correct) of the district benchmarks,

the teacher will receive \$1,500 stipend. This is the individual component of merit pay. The individual component will be awarded annually in June.

Benchmark assessments will be developed for each classroom during the summer and fall of 2010, using Edusoft. The Edusoft program has been purchased and is in the process of being launched at this time.

Team Merit Pay Component

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

\$500 stipend for 10 – 14% gain,

\$750 stipend for 15 – 19% gain,

\$1,000 stipend for 20 --24% gain,

\$1,500 stipend for 25% or better gain

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

Timely Distribution of Funds

Funds will be available immediately because we are a single site district (district and site are the same).

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.

Grant-Goodland will designate the library for the SIG Team meetings, Professional Learning Community meetings, and faculty meetings.

Mrs. Keeling was recommended by the superintendent. This decision has been shared with faculty and administration. Mrs. Keeling is highly qualified. She is certified in Health/Physical Education, Mathematics, and School Administration. She has been in education for 10 years.

Her greatest strengths include the skills necessary for a successful Turnaround Officer. She is highly motivated, extremely organized, and has superb people skills.

The Turnaround Officer will receive \$7,500 stipend for her services

Responsibilities:

- Input district/site level data into the WISE tool.
- Report progress to all stakeholders.
- Monitor Transformation Plan implementation progress.
- Report concerns to the superintendent/interim principal.

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.

Grant-Goodland has persistently performed in the bottom 5% of the state on the Oklahoma Criterion Reference Tests. The district selected Transformation Model due to recent success.

Required Components to be Funded:

Additional Training

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

In order to meet the requirements of the grant a sum of \$100 per day will be paid to each certified staff member for attending a 5 day academy in additional to the 5 days of site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The total cost for the 5 day academy and 5 days of site based training is \$12,000.

5 Day New Teacher Academy

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

Professional Development

On-site coaching/modeling and direct training from Educational Consulting Service, at a rate of \$1,000 per day.

Total cost for coaching, training, and modeling from external providers and trainers will be \$25,000/year 1, \$25,000/year 2, and \$25,000 in year 3 or \$75,000 the total funding period.

Extended Day / Year

Funding will provide more than 300 additional hours of instruction for our most at-risk students. Students in grades 3-8 will receive an additional one hour per day of instruction. This additional time will be targeted directly to their individual needs. In some instances this will mean a second period of math and/or reading instruction in small flexible groups. In other instances this additional time will provide enrichment through the arts, healthy and fit activities and/or 21st Century skills.

Collaboration Time

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

Instructional Program

Students in PK-3 will be using Literacy First. The cost of using this is \$6000 per year each of the three years. The students in grades fifth through eighth will receive direct instruction in math as well as a second dose of math via the I Can Learn instructional program. Cost of the I Can Learn program is estimated at \$7000 per year each of the three years based on current student enrollment.

Salaries

Instructional Facilitator

The school will seek to employ a master teacher to provide ongoing coaching and modeling in the following areas:

Strategies from *What Works in Schools* and *Classroom Management that Works*, (Marzano), Differentiated Instruction, Response to Intervention Model, Effective Technology Integration, and Effective Math Strategies based on the work of Marilyn Burns. The estimated salary for the Instructional Facilitator is \$48,000 plus benefits per year for each of the three years.

Technology and Technology Integration Coach

Research strongly supports the integration of technology into the instructional program in order to prepare students for the 21st Century. Further, this infusion of technology into the professional development program will enable our teachers and administrators to fully access data, so that individual training needs of teachers can be addresses as well as individual educational needs of the students. In order to ensure teachers and students have adequate support during the implementation phase, we propose employing a Technology Integration Coach during the implementation phase at a cost of \$25,000 per year for each of the three years.

Grant-Goodland has a significant technology program that is embraced by students and staff. However, adding the additional technology components (IPads, interactive white boards, student response systems, and projectors) to ensure access to the core curriculum by all students will require significant upgrades to our technology infrastructure. Without the infrastructures, students and teachers will continue to be frustrated and discouraged about using the technology. Total Cost of the technology for the funding period is \$118,214.32.

Benchmarking Software

Plan proposes the purchase of benchmarking software by Edusoft / Riverside. Total cost for the three year grant would be \$22,000.

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

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

Grant-Goodland Public School will not be requesting part of the Year 1 funds to support Pre-Implementation activities.

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

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

APPENDIX A

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

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

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

1. Turnaround model: A turnaround model is one in which an LEA must
 - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - c. Screen all existing staff and rehire no more than 50 percent; and
 - d. Select new staff;
 - e. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - f. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - g. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - h. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - i. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - j. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - k. Provide appropriate social-emotional and community-oriented services and supports for students.
1. A turnaround model may also implement other strategies such as--
 - (i) Any of the required and permissible activities under the transformation model;

or

(ii) A new school model (e.g., themed, dual language academy).

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

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

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

a. Developing and increasing teacher and school leader effectiveness.

b. Required activities. The LEA must--

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

(ii) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(A) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(B) Are designed and developed with teacher and principal involvement;

(iii) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(iv) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(v) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

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

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

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

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

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

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

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

(B) Implementing a schoolwide "response-to-intervention" model;

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

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

(E) In secondary schools--

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

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

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

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

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

e. Required activities. The LEA must--

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

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

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

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

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

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

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

Providing operational flexibility and sustained support:

a. Required activities. The LEA must--

(i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(ii) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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

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

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

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

teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Lowest-achieving schools: as determined by the State—

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

Priority School:

a. A Title I school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;

b. A school among the lowest five percent of all schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;

c. A Title I-participating, Title I-eligible, and non-Title I high school with a graduation rate less than 60 percent over for three consecutive years a number of years; or

d. All Tier I schools receiving SIG funds to implement a school intervention model will be named as Priority Schools a Priority School under the SIG program that is using SIG funds to implement a school intervention model.

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

a. For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.

b. For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

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

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

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

Lessons Learned: Choosing a School Turnaround Provider from Education Northwest
http://educatonnorthwest.org/webfm_send/1032

The Guide to Working With External Providers by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

Overview of The Guide to Working With External Providers by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

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

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

RESOURCES FOR GRANT APPLICATIONS

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

Center for Comprehensive School Reform and Improvement
http://www.centerforesri.org/index.php?option=com_frontpage&Itemid=1

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

Doing What Works – School Improvement
http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=11

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

Regional Educational Libraries Program
<http://ies.ed.gov/ncee/edlabs/>

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA Capacity

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

LEA Procedures/Policies for External Providers

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

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

LEA Integration of Services

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

LEA Modification of Policies and Procedures

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has provided little 	<ul style="list-style-type: none"> The LEA has provided some 	<ul style="list-style-type: none"> The LEA has provided

to no policy change to enable schools to implement the selected intervention model.	policy change to enable schools to implement interventions.	multiple policy changes and maximum flexibility to implement interventions, as appropriate.
-------------------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------------------------------------------------------------

LEA Sustainability

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

School Needs Assessment and Identification of Intervention Model

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

School SMART Goals

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

School Integration of Services

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

--	--	--

School Modification of Policies and Procedures

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

School Sustainability

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

School Action Plan for Pre-Implementation

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

School Action Plan for Intervention Model

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

LEA/School Budget Summary*

Level I	Level II	Level III
<ul style="list-style-type: none"> Few or none of the required budget criteria are adequately addressed. Few or none of the additional grant 	<ul style="list-style-type: none"> Most of the required budget criteria have been adequately addressed. Most of the additional grant requirements have been 	<ul style="list-style-type: none"> All required budget criteria have been adequately addressed. All of the additional grant requirements have been

<p>requirements have been addressed in the narrative and included in the budget worksheet.</p> <ul style="list-style-type: none"> • The LEA has not sufficiently funded the required components of the chosen intervention model. 	<p>addressed in the narrative and included in the budget worksheet.</p> <ul style="list-style-type: none"> • The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources. 	<p>addressed in the narrative and included in the budget worksheet.</p> <ul style="list-style-type: none"> • The LEA has sufficiently funded all of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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