

KIEFER HIGH SCHOOL
SIG TRANSFORMATION
PROJECT

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

JUN 10 2010

OKLAHOMA STATE
DEPARTMENT OF EDUCATION

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

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

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Under the interim final requirements, published in the Federal Register in January 2010, school improvement funds are to be focused on each State's Tier I, Tier II, and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, secondary schools that have had a graduation rate below 60 percent over a number of years.

Tier III schools are any Title I school in improvement, corrective action, or restructuring that have not been identified as a Tier I school.

FOUR INTERVENTION MODELS:

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

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

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

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

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

ADDITIONAL REQUIREMENTS OF THE 1003(g) GRANT

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

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

Professional Development – LEAs must provide at least five (5) days of site-based training on initiatives to support the goals of the application for each teacher in a Tier I and Tier II school. Additionally, the LEA must provide a five (5) day teacher academy or institute to provide training in school improvement initiatives and information about the requirements of the 1003(g) grant.

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

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

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

REQUIRED APPLICATION COMPONENTS

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

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

Required Component/Documentation	# of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Waivers	1
Schools to be Served	1
LEA Capacity	Up to 3 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 3 pages
LEA Modification of Policies and Procedures	Up to 3 pages
LEA Sustainability Efforts	Up to 3 pages
LEA Application for Tier III Schools	Up to 3 pages
School Section (to be duplicated for each Tier I and Tier II school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 3 pages
School Identification of Intervention Model	Up to 3 pages
School SMART Goals	Up to 3 pages
School Action Plan for Selected Model	Attachment
School Integration of Services Chart	Up to 3 pages
School Modifications of Policies and Procedures	Up to 3 pages
School Sustainability Efforts	Up to 3 pages
Budget	
LEA Budget Narrative	Up to 3 pages
School Budget Narrative (to be duplicated for each Tier I and Tier II school served)	Up to 3 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

APPLICATION SUBMISSION AND DUE DATE

Grant applications must be received by the Oklahoma State Department of Education no later than Thursday, May 20, 2010.

Grant applications may be submitted in person or via postal mail with original signatures to the contact listed on the application.

Grant applications will be screened for completeness upon submission. Incomplete applications may not be forwarded for review. Factors that may delay application review include:

- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)
- No signature or signatures are not original

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

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

APPLICATION RESOURCES

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

APPLICATION REVIEW

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

APPLICATION CONTACT

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

Mary Pearson, Executive Director, Title I/School Support/ARRA
Mary_Pearson@sde.state.ok.us
405-522-3253

Jackie Mania, Program Specialist, School Support
Jackie_Mania@sde.state.ok.us
405-522-3263

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

LEA APPLICATION CHECKLIST

LEAs applying for 1003(g) funds must complete the LEA section of the application and submit any required documentation (listed below as attachment). The LEA section of the application should be no more than 19 pages total minus attachment. The LEA is required to only submit one (1) LEA section regardless of number of Tier I, Tier II, and Tier III schools to be served.

Required Component/Documentation	# of Pages
LEA Section	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Waivers	1
<input type="checkbox"/> Schools to be Served	1
<input type="checkbox"/> LEA Capacity	Up to 3 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 3 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 3 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 3 pages
<input type="checkbox"/> LEA Application for Tier III Schools	Up to 3 pages

APPLICATION COVER SHEET

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

ASSURANCES

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

Assurances --

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final

requirements of the School Improvement Grant 1003(g) and Appendix A of this application.

- B. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
 - a. Number of minutes in the school year;
 - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
 - c. Dropout rate;
 - d. Graduation rate;
 - e. Student attendance rate;
 - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - g. Discipline incidents;
 - h. Truancy rate;
 - i. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional requirements of the 1003(g) grant as listed below:
 - a. Establish 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 Tier I and Tier II 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, Pre-Data Retreat Leadership Meeting, Summer Data Retreat, and 1003(g) Implementation Meetings.

- H. Grantees must ensure that any Tier I or Tier II 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.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

WAIVERS

LEAs awarded a 1003(g) grant are eligible to receive waivers made available with the 1003(g) grant. The LEA must indicate the waiver it plans to implement. If not all waivers will be implemented at all Tier I, Tier II, and Tier III schools, the LEA must indicate which schools are applying for which waivers.

Waivers available to LEAs applying for 1003(g) funds are:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

SCHOOLS TO BE SERVED

An LEA funded by the 1003(g) grant must serve all its eligible Tier I and Tier II schools unless the LEA demonstrates a lack of capacity to serve all such schools. Tier III schools may be served only after all eligible Tier I and Tier II schools are served.

When completing the Schools to be Served section of this application, list all schools to be served in the first chart, indicating the Tier and the selected intervention model. If the LEA is claiming a lack of capacity to serve all eligible Tier I or Tier II schools, provide specific and detailed information in the space provided. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

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

LEA CAPACITY

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

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

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

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

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> • 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. 	All Models
<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. 	All Models
<ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	All Models
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	All Models
<ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	All Models
<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. 	Turnaround, Transformation, Restart

<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. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has plans to establish schedules and implement strategies that provide increased learning time. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has established 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. 	Turnaround, Transformation, Restart
<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. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA staff to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<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 Tier I, Tier II and Tier III schools. 	All Models
<ul style="list-style-type: none"> • The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart
<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. 	School Closure
<ul style="list-style-type: none"> • The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> • Assurances are signed and submitted with the application. 	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

For this section, LEAs must attach the written procedure/policy to recruit, screen, and select external providers. If an LEA has already selected an external provider, the LEA must also submit a detailed justification for the selection of this provider. The justification should include any information related to the history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, and the capacity of this provider to perform the services at the Tier I or Tier II school.

INTEGRATION OF SERVICES

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve. Resources LEAs may consider when completing the Integration of Services Chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title II, Part D	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of current data system to

		promote use of data by all teachers
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Professional development in strategies for English language learners
Oklahoma State Triple A Award	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> Monetary state award for: highest overall student achievement or highest annual improvement in reading and math.

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

LEA SUSTAINABILITY EFFORTS

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

LEA APPLICATION FOR TIER III SCHOOLS

The LEA must provide a narrative naming the Tier III schools it wishes to serve, the needs assessment conducted at the Tier III schools, the interventions the LEA proposes to provide at the Tier III schools, the SMART goals established for the Tier III schools, an action plan for each goal, and a timeline for implementation. The LEA should include budgetary information for Tier III schools on the LEA summary budget and justification pages.

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G) AND
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SCHOOL APPLICATION SECTION

SCHOOL SECTION CHECKLIST

For each Tier I and Tier II school to be served, the LEA should provide the information included in the School Section Checklist. The School Section for each Tier I or Tier II school should be no more than 22 pages plus the School Action Plan.

School Section (to be duplicated for each Tier I and Tier II school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 3 pages
School Identification of Intervention Model	Up to 3 pages
School SMART Goals	Up to 3 pages
School Action Plan for Selected Model	As needed
School Integration of Services Chart	Up to 3 pages
School Modifications of Policies and Procedures	Up to 3 pages
School Sustainability Efforts	Up to 3 pages

APPLICATION COVER SHEET

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

SCHOOL NEEDS ASSESSMENT

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

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

LEAs must include in the description of the needs assessment:

- A list of the multiple sources of data used which could include, but is not limited to student and staff profiles, student achievement data, graduation rate, curriculum analysis data, instructional practices inventories, focus walk data, school culture surveys, student, family and community surveys, professional development inventories and evaluations, leadership evaluations, and budget analysis;

- A list of who was involved in the needs assessment and the role each person involved played in the process;
- A description of the process used by those conducting the needs assessment to collect, analyze and report data.

LEA must provide in its summary of the data analysis:

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

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

Turnaround Model

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

Restart Model

- Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school?
- Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served – home grown charter school, CMO, or EMO?
- How will support be provided to staff that are reassigned to other schools as a result of the restart?
- What is the LEA's capacity to support the charter school?
- How will the SEA assist the restart?
- What performance expectations will be contractually specific for CMOs, EMOs, or charter organizations and what will the contractual consequences be if the expectations are not met?

Transformation Model

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

School Closure Model

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

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

SCHOOL SMART GOALS

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

Strategic and Specific
Measurable
Attainable
Results Based
Time Bound

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

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

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

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

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

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

Examples of SMART Goals –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2011-2012 school year.
- The API mathematics score for students in the All Students subgroup will increase from 894 to the identified state performance benchmark of 1074 in the 2011-2012 school year.

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

SCHOOL ACTION PLAN

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

Action plans can be expanded as needed and should be duplicated for each Tier I and Tier II school.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Tier I and Tier II school an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve.

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

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

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

SCHOOL SUSTAINABILITY EFFORTS

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

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

BUDGET SECTION

BUDGET SECTION CHECKLIST

An LEA must submit the requirements listed on the budget checklist for the LEA and for each Tier I and Tier II school to be served. The budget pages should be no more than 3 pages for the LEA and 3 pages for each Tier I and Tier II school to be served plus attachments.

Budget	
LEA Budget Narrative	Up to 3 pages
School Budget Narrative (to be duplicated for each Tier I and Tier II school served)	Up to 3 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages	Attachment

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2010-2011; 2011-2012; and 2012-2013). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

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

SCHOOL BUDGET NARRATIVE

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

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

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

LEA SUMMARY BUDGET AND JUSTIFICATION

The LEA must submit a summary budget page and justification pages for the planned district level activities and interventions planned for the Tier III schools to be served for each year of the grant. Budgets submitted for Tier III schools should not be less than the minimum of \$50,000 and should not exceed the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Tier III school.

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

Budgets will be reviewed by the Titles I, II, and VI office for accuracy.

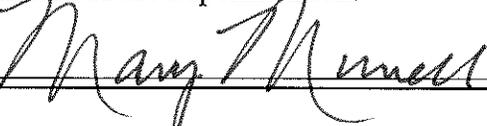
SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

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

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

LEA SECTION

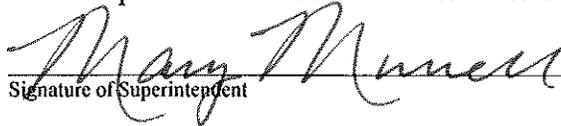
Legal Name of Applicant: Kiefer High School	Applicant's Mailing Address: 4600 West 151 st Street South Kiefer, Oklahoma 74041
Local Educational Agency Contact for the School Improvement Grant Name: Mary Murrell Position and Office: Superintendent Contact's Mailing Address: 4600 West 151 st Street South, Kiefer Oklahoma 74041 Telephone: 918-321-3421 Fax: 918-321-5216 Email address: mmurrell@kiefer.k12.ok.us	
	Telephone: 918-321-3421 or 918-606-2909
Signature of the Superintendent X 	Date: May 18, 2010
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 and the conditions that apply to any waivers that the LEA receives as result of this application.	

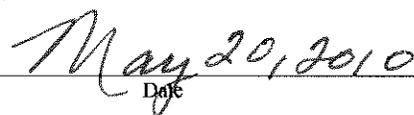
ASSURANCES

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 requirements of the 1003(g) grant as listed below:
 - a. Establish 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 Tier I and Tier II 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, Pre-Data Retreat Leadership Meeting, Summer Data Retreat, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any Tier I or Tier II 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.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.


 Signature of Superintendent


 Date

WAIVERS

Indicate in the box below the waivers for which the LEA is applying and the Tier I and Tier II schools that will implement the waiver.

<input checked="" type="checkbox"/> Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold. Identify the schools that will implement the waiver: <i>Start typing here.</i>

SCHOOLS TO BE SERVED

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

Note: An LEA that has nine or more Tier I and Tier II schools may implement the transformation model in no more than 50 percent of those schools.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation
Kiefer High School	40165000 0768		X					X

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	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>The Kiefer Public School District has chosen the Transformation Model for Kiefer High School. The Kiefer High School SIG Transformation Project planning committee completed a thorough analysis of data using the components in the state's WISE Needs Assessment tool and many other data sources to identify needs. (Please see appendix.) The intervention model selected was chosen to address the four recommendations within the U.S. Department of Education Institute of Education Science's <i>Practice Guide: Turning Around Chronically Low-Performing Schools</i>. In developing our district-wide school improvement plan and selecting the school intervention model for Kiefer High School, the Kiefer Public School District Planning Committee has analyzed student achievement data and compared it to state data. The human and financial resources with which Kiefer High School has operated has been taken into consideration. In addition, the planning committee has taken into consideration the commitment and capacity necessary to make major systemic changes for improving academic achievement. A detailed and realistic timeline has been established. (See appendix.) The principal of Kiefer High School was hired this year. He is a highly capable principal who is committed to successfully leading a transformation. He has begun implementing changes this school year by instituting increased learning time for "at risk" students through before and after school intervention and additional time during the school day for remediation.</p> <p>Implementation activities include establishing a rigorous staff evaluation and development system; rewarding staff who increase student achievement and/or graduation rates and removing staff who have not improved after ample opportunity; instituting a comprehensive instructional reform; increasing learning time and applying community-oriented school strategies. Also, greater operational flexibility and support for the school will be established. In addition, a turnaround officer has been selected if Kiefer High School is successful in obtaining an award for the School Improvement Grant funding. She is an experienced certified teacher who is highly committed to building a successful transformation. The turnaround officer will be responsible for the day-to-day management of the reform efforts and for coordinating and communicating with the Oklahoma State Department of Education about Kiefer High School's progress and efforts to meet the goals of the 1003 (g) grant. Teachers are onboard, a bilingual teacher has been selected to provide intervention to ELL students and interventionists have been identified for in school intervention and before and after school and summer school intervention. Teachers have also been identified for a summer transition program for Algebra. Finally, after reviewing the Needs Assessment, a Parent Community Liaison has been chosen to build parental and community involvement. Job descriptions are included in the Appendix section of this grant.</p>

<ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	<p>As stated above staff have been selected who have a sincere commitment to the success of the Kiefer High School SIG Transformation project. These individuals include the principal, turnaround officer, parent community liaison, teachers, and interventionists. (See Job Descriptions in Appendix.)</p>
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	<p>The Kiefer Public School District is committed and prepared to provide adequate resources and support to successfully implement the Kiefer High School SIG Transformation Project. Key resources to be provided by the district are material resources, including physical space, time, and information, and human resources, which include the qualities our administrators offer such as knowledge, leadership, and access to expertise.</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>In developing our district-wide school improvement plan and selecting the school intervention model for Kiefer High School, the Kiefer Public School District Planning Committee has analyzed student achievement data and compared it to state data. (Please see data sources in appendix.) The human and financial resources with which Kiefer High School has operated has been taken into consideration. In addition, the planning committee has taken into consideration the commitment and capacity necessary to make major systemic changes for improving academic achievement. The intervention model selected (Transformation) was chosen to address the four recommendations by the U.S. Department of Education Institute of Education Science's <i>Practice Guide: Turning Around Chronically Low-Performing Schools</i>.</p>
<ul style="list-style-type: none"> • The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	<p>The Kiefer Public School District has developed three-year budgets that directly align to the activities and strategies stated in the plan.</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 Kiefer Public School District has developed a monitoring plan utilizing assessments and multiple visits to Kiefer High School to ensure effective interventions based upon student academic success. Data will be reviewed from the time of enrollment and monthly thereafter. The principal will make multiple visits (every two weeks the first year of implementation, monthly in year two and three) monitoring the effectiveness of the implementation of the interventions</p>
<ul style="list-style-type: none"> • The LEA has plans to establish schedules and implement strategies that provide increased learning time. 	<p>The Kiefer Public School District has established a schedule to increase learning time during school with a Renaissance period. (Please see Extended Learning Time Comparison in Appendix.) There will also be learning time scheduled one hour before and one hour after school and summer school.</p>
<ul style="list-style-type: none"> • The LEA has established 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>A turnaround officer has been chosen and will be hired upon awarding of the grant.</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>Teachers will be provided with 90 minutes of protected collaboration time per week. 45 minutes is scheduled each week on Wednesday after school. The remaining 45 minutes will be completed either before or after school or during planning time during which data will be analyzed with the turnaround officer. (See Extended Learning Opportunity Schedule in Appendix.)</p>
<ul style="list-style-type: none"> • The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA staff to discuss progress of schools. Turnaround Teams and/or Turnaround 	<p>A turnaround officer has been chosen and will meet regularly with SEA staff to discuss progress of Kiefer High School. This individual is an experienced, positive, motivated and extremely knowledgeable teacher who has attended training in school</p>

<p>Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</p>	<p>improvement and understands the culture and climate of the school and community of Kiefer. She is able to relate well to stakeholders. She will communicate regularly with the LEA and the superintendent.</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>Kiefer Public Schools has had excellent audits and has not had material 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 Tier I, Tier II, and Tier III schools. 	<p>Kiefer Public Schools has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the transformation model chosen. The WISE needs assessment has been reviewed and external providers have been chosen. Personnel, resources, and materials are in place for implementation of the Transformation Project.</p>
<ul style="list-style-type: none"> The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available. 	<p>Kiefer Public Schools is committed to sustaining the transformation model after funding is no longer available by using local, state, and other federal funding. All stakeholders will be involved in the implementation and the efforts at the school level that are being made to plan for transition including: written plans for transitions of staff, funding and the exit of external providers; a strategic planning process; incorporation of the WISE online planning and coaching tool into that process; a formative and summative data system; any other funding sources that have been secured or are being actively sought to enable Kiefer High School to continue initiatives. The school will build capacity through collaborative leadership and the Title I, Part A schoolwide/school improvement plan will incorporate the goals and action steps of the 1003(g) application.</p>
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	<p>The grant application has been completed within the timelines set forth.</p>
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	<p>Assurances have been signed and submitted with the application.</p>
<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 Tier I and Tier II schools.
4. 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.

xx The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

If the LEA has already selected external providers for a Tier I or Tier II site, **provide in the space below a justification for the selection of said providers that includes the following information:**

- 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 Tier I and Tier II schools and their selected intervention models.

In choosing external providers, the Kiefer High School SIG Transformation Project Planning Committee carefully researched and evaluated several educational companies and chose Pearson and Scholastic as the best fit for Kiefer High School. Pearson is considered to be one of the world's leading PreK-20 Educational publishing companies and is dedicated to transforming classrooms through effective curriculum and training. They offer educational materials for learners of every age, and we found their representatives to be extremely knowledgeable regarding the needs of persistently lowest-achieving schools. In particular, the planning committee was impressed with their digital solutions for reading and mathematics instruction and assessment. The planning committee was also impressed with their credit recovery and ELL programs. Pearson also offers outstanding professional development through tutorials, webinars and on-site training. Pearson's professional services organization has played an integral role in designing an ongoing staff development plan to successfully implement reform strategies at Kiefer High School. The Kiefer High School SIG Transformation Project planning committee chose Pearson because their NovaNET program is aligned/correlated to state and national standards, follows a 9-12 format, provides a technology based curriculum, is research based and was designed through consultation with reading specialists and recommendations from leading educational researchers.

Scholastic has been at the forefront of an intensive effort to improve literacy achievement and reduce the dropout rate for over the past ten years. Scholastic has demonstrated the ability to scale student achievement in over 15,000 classrooms and servicing 1,000,000 struggling students every day resulting in Scholastic's Best Practices: A data-centric orientation. Data analytics allows Scholastic to target all below proficient students for intervention treatment and group by their instructional needs. Data-driven instruction is at the heart of ALL Scholastic intervention programs, leveraging adaptive technology to collect and report on student, class, school and district data. Research-Based and Proven to Work at Scale, READ 180 is the most thoroughly researched and documented reading intervention program in the world. With (37) studies, five peer-reviewed journals and the Institute for Education Science's (IES) What Works Clearinghouse have all documented READ 180's proven ability to raise reading achievement. Scholastic also provides a Tiered Literacy Intervention Treatment Plan. Scholastic's three tiered literacy intervention treatment plan was built for students who feel disenfranchised from traditional curriculums. In addition, for the "Most Challenged Tier III Students" in literacy Scholastic has READ 180's fourth and newest stage System 44 which focuses on foundational reading. For the "Struggling Tier II Students" READ 180 Stages A (Elementary), B (Middle) or C (High). A Professional Development Team can help build capacity. Scholastic has over 225 consultants comprised of former reading specialists, coaches, school leaders, past READ 180 teachers who partnered with the district's teachers and administrators to ensure fidelity of implementation and ultimately student achievement. In addition, Scholastic has worked with some of the most challenging schools in the country to produce sustained gains in student achievement.

The NovaNet and Scholastic's READ 180 programs have a successful history with schools with small populations. Both programs are used by small districts in the state of Oklahoma such as Jones Public Schools, Yukon Public Schools and Grove Public Schools.

Data will be evaluated and if student progress is not achieved, the external provider's contract will be terminated.

(See Policy for External Providers.)

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 II, Part A	
Title II, Part D	Instructional technology to be integrated into core subjects. Technology will be used with Pearson NOVA Net programs and in the classroom to enhance instruction.
Title III, Part A	
Other Federal Resources <ul style="list-style-type: none"> • List here. • 21ST Century Grant • Title VII Indian Ed 	Applying for this grant in 2011-2012 year for extended day programs such as before and after school and summer programs After school tutoring
State Resources <ul style="list-style-type: none"> • List here. • Professional Development • Alternative Education • Ace Remediation • Oklahoma State Dept. of Education Curriculum Division 	Registration & Travel for Conferences & Workshops Drop-Out Prevention and Credit Recovery Intervention for students scoring below proficient on EOI tests Curriculum development and alignment
Local Resources <ul style="list-style-type: none"> • STEP • Kiefer Public School Foundation 	Resources for extended day programs Instructional technology to be integrated into core subjects

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.

In order to enable Kiefer High School to implement all of the strategies outlined in this application, the Kiefer Public School District will provide Kiefer High School with adequate flexibility to carry out the Kiefer High School SIG Transformation Project goals in ways that will positively impact students. Areas of operational flexibility will include:

- Staffing. Kiefer High School will be encouraged to reward teachers who increase student achievement and remove those who, after ample professional development opportunities, do not. Schools will also be given flexibility in implementing recruiting and retention strategies including financial incentives, career growth opportunities, and flexible work conditions. (See Reward Criteria Policy in Appendix.)
- Time allotment. Kiefer High School will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school, extended day intervention, extending the regular school day, etc.) as necessary. For example, a policy extending the instructional day will be submitted to the BOA upon approval of the grant.
- Budgeting. School leaders will be given flexibility in making final decisions about budget decisions as they pertain to the Kiefer High School SIG Transformation Project.
- Structural: Allow Nova Net curriculum for credit recovery

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 Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.

As evidenced in our Coordination of Funding Table above (Table 6), the Kiefer Public School District is committed to sustaining this project after the grant period is complete. We will coordinate current programs, materials, and funds with grant monies to support our goals and objectives and provide a written framework that will allow SIG activities to carry on past the grant period. All stakeholders were involved in the planning phase as detailed above and will share leadership throughout the implementation of the project. Professional development sources such as the Oklahoma State Department of Education, Train-the-Trainer, and sharing of professional development opportunities with other school districts will be utilized. The Kiefer School District Planning Committee will use the WISE planning tool and provide a system of formative and summative data collection. Other funding sources such as the KPS Foundation and the local parent/teacher organization will be used to support continuing the costs for Pearson and Scholastic and other grants will be researched to fund financial incentives for teachers and summer programs. A written sustainability plan will be developed through meetings with community leaders, the

**RECRUITING, SCREENING, AND SELECTING
EXTERNAL SERVICE PROVIDERS**

The Kiefer Board of Education and Administration intend to utilize only those external service providers who will positively impact the education of students in the Kiefer Public School district. In an effort to provide quality services to the students of the Kiefer School district, every effort will be made to retain external service providers that have been identified as having success in working with low performing school districts. The superintendent, Board of Education, principals, teachers, parents, and community leaders will be involved in the review and selection of external providers. The operational needs of the Kiefer Public School District, and the goals and expectations of the provider will be reviewed.

In addition, the following steps will be followed when hiring external service providers:

1. Unambiguous reasons for hiring an external partner will be identified;
2. Engage all stakeholders about the need to hire external providers and ensure the entire process is transparent and fair;
3. Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals;
4. Create conditions to attract multiple high quality external partners (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes);
5. Budget adequate funding to support relationship with external partner for duration of contract;
6. Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner);
7. Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth;
8. Provide support as needed and appropriate ;
9. Evaluate the external partner's progress toward goals; and
10. Provide consequences for failure including termination or modification of contract.

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.

In order to enable Kiefer High School to implement all of the strategies outlined in this application, the Kiefer Public School District will provide Kiefer High School with adequate flexibility to carry out the Kiefer High School SIG Transformation Project goals in ways that will positively impact students. Areas of operational flexibility will include:

- Staffing. Kiefer High School will be encouraged to reward teachers who increase student achievement and remove those who, after ample professional development opportunities, do not. Schools will also be given flexibility in implementing recruiting and retention strategies including financial incentives, career growth opportunities, and flexible work conditions.
- Time allotment. Kiefer High School will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school, extended day intervention, extending the regular school day, etc.) as necessary.
- Budgeting. School leaders will be given flexibility in making final decisions about budget decisions as they pertain to the Kiefer High School SIG Transformation Project.
- Structural: Allow Nova Net curriculum for credit recovery

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 Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.

As evidenced in our Coordination of Funding Table above (Table 6), the Kiefer Public School District is committed to sustaining this project after the grant period is complete. We will coordinate current programs, materials, and funds with grant monies to support our goals and objectives and provide a written framework that will allow SIG activities to carry on past the grant period. All stakeholders were involved in the planning phase as detailed above and will share leadership throughout the implementation of the project. Professional development sources such as the Oklahoma State Department of Education, Train-the-Trainer, and sharing of professional development opportunities with other school districts will be utilized. The Kiefer School District Planning Committee will use the WISE planning tool and provide a system of formative and summative data collection. Other funding sources such as the KPS Foundation and the local parent/teacher organization will be used to support continuing the costs for Pearson and Scholastic and other grants will be researched to fund financial incentives for teachers and summer programs. A written sustainability plan will be developed through meetings with community leaders, the

local school foundation, the local parent/teacher organization, parents, administrators, staff at Kiefer Public Schools, and the Kiefer Board of Education.

LEA APPLICATION FOR TIER III SCHOOLS

In the space below, provide a narrative describing 1) the Tier III schools to be served, 2) the needs assessment process conducted at each of the Tier III schools and the interventions the LEA plans to implement in each Tier III school.

Kiefer Public Schools does not have a Tier III school.

Duplicate and complete the chart provided for each Tier III school to be served. List the SMART Goals established for the school, the action plan for the goal, and the timeline for implementation.

Tier III School Action Plan: Insert School Name Here	
SMART Goals:	
2010-2011 –	
2011-2012 –	
2012-2013 –	
Action Plan	Timeline for Implementation
Resources Needed	

**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 Tier I and Tier II school to be served.

School Name: Kiefer High School Address: 4600 West 151 st Street South Kiefer, Oklahoma 74041	SIG Site Contact: Mike McCormick Name & Position: Principal Phone#: 918-321-3533 Email Address mmccormick@kiefer.k12.ok.us	
Grade levels enrolled (SY10): 9-12	Number of Students Enrolled (SY10): 142	
Tier Level Tier I _____ Tier II <input checked="" type="checkbox"/> _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status <input checked="" type="checkbox"/> School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
Waiver Request: _____ Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	902,128.73
	Year 2: SY 2011-12	651,611.60
	Year 3: SY 2012-13	651,611.60
	Total Amount of Funding Requested for this School	

SCHOOL NEEDS ASSESSMENT

Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

In order to bring about effective change for the students and staff at Kiefer High School, a School Planning Committee was formed which included the superintendent, principal, turnaround officer, ELL teacher, special education director, library media specialist and ELL director, the technology director, community leaders, teachers, and parents. The Kiefer Public School SIG Transformation Project was discussed at the regular board meeting of the Kiefer Board of Education on May 3, 2010 as evidenced by the agenda, meetings were held at the regular monthly meetings of the local parent/teacher organization, the local school foundation meeting, community events and teachers meetings.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
End of Instruction Tests, English II & III, Algebra I and II, Geometry, Biology I, U.S. History	WISE Tool	Attendance rates
OCCT	Parent Surveys	Discipline Referrals
Star Reading & Math Assessments	Minutes of meetings of Board of Education	Teacher turnover rates
Kiefer High School Accountability Report Card	Minutes of meetings of Indian Education Programs	Teacher length of tenure
Kiefer Public Schools District Accountability Report Card	Minutes of meetings of Safe School Committee	Teacher Qualifications
		Free & Reduced Meal Data
		Special Education Child Count
		Drop-Out Reports

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

Name	Title	Stakeholder Group
MARY MURRELL	SUPERINTENDENT	ADMINISTRATOR
MIKE MCCORMICK	PRINCIPAL	ADMINISTRATOR
TAMMIE HIXON	TURNAROUND OFFICER	TEACHER
ELSA FOSTER	ELL TEACHER	TEACHER
GAYLA JOHNSON	FAMILY/COMMUNITY LIAISON	ADMINISTRATOR
SHIRLEY LASTINGER	SPECIAL ED DIRECTOR/TEACHER	TEACHER
JULIE MATHIS	COMMUNITY LEADER	COMMUNITY
GAYLE MCKENZIE	TEACHER	TEACHER
KRISTY RAMEY	PARENT	PARENT
TRENA THOMPSON	LIBRARY MEDIA SPECIALIST & ELL DIRECTOR	DISTRICT STAFF
DONALD MURRELL	TECHNOLOGY DIRECTOR	DISTRICT STAFF

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

In planning the Kiefer High School SIG Transformation Project and selecting an intervention model, the Kiefer Public School District conducted a thorough needs assessment using the state's WISE Planning Tool (see attached) analyzing the following key areas: school profile, curriculum, classroom evaluations/assessments, instruction, school culture, student, family, and community support, professional growth, development and evaluation, leadership, organizational structure and resources, and comprehensive and effective planning. In particular, the planning committee looked at the following factors: student achievement on state assessments in reading and math, risk factors that affect student achievement, student attendance rates, discipline referrals, teacher turnover rate and length of tenure, staff qualifications, quality of existing professional development programs, teacher self assessment of skills and needs, research base of current instructional program, quality of instruction, teacher lesson plans, availability of community programs, attendance at parent events and meetings, and feedback from parental surveys. Graduation rates and number of students at risk of dropping out and students participating in credit recovery programs were also important factors assessed. The planning committee evaluated this data and selected a transformation model, and set challenging yet achievable goals for student achievement at Kiefer High School. The school intervention model was selected to effect rapid improvement while making the most of existing resources and addressing the four recommendations within the U.S. Department of Education Institute of Education Science's Practice Guide: *Turning Around Chronically Low-Performing Schools*:

1. Signal the need for dramatic change with strong leadership;
The Needs Assessment revealed a need for strong leadership. Kiefer High School has a new principal who has started implementing necessary changes. This principal has the skills necessary to initiate dramatic change. He has a strong desire to achieve outstanding results and is task-oriented and will ensure actions are followed to achieve success. He is committed to motivating others and influencing their thinking and behavior to obtain results. The

principal also can problem solve. He will analyze data to inform decisions, making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. He will be visible in the classroom. He is self-confident, focused, committed and self-assured despite controversy surrounding change. Implementation activities include establishing a rigorous staff evaluation and development system; rewarding staff who increase student achievement and/or graduation rates and removing staff who have not improved after ample opportunity; instituting a comprehensive instructional reform; increasing learning time and applying community-oriented school strategies.

2. Maintain a consistent focus on improved instruction;

Data will be reviewed frequently by teachers and administrators. This data will be used to identify specific gaps in student learning. The Turnaround Officer will review data during collaboration time with teachers and during scheduled group collaboration time. Teachers will use formative data about individual students to analyze their instruction in light of student progress toward standards. The constant focus will be on improving instruction. Data will be used to set goals for instructional improvement, make changes to affect instruction immediately and directly, i.e. focused intervention, extended learning time, and student learning will be continually assessed and reassessed.

3. Make visible improvements early in the school turnaround process (quick wins);

Quick wins (visible improvements early in the transformation process) will rally staff around the effort and overcome resistance. Although these initial changes may not improve student achievement immediately, they can set the tone for change. A short-term focus on quick wins can establish a climate for long-term change. One quick change we will make is to add instructional time to the school day and a focus to maximize learning time. In addition, the Principal will identify one or two goals that can be accomplished quickly, such as increasing attendance rates and reducing discipline referrals in the first quarter of the school year. The positive results show that it is possible to reach our goal – raising student achievement. When one or two goals are identified that can be accomplished quickly, the positive results show that it is possible to reach our school's overarching goal – raising student achievement. So, it is important to identify issues that can be addressed quickly and with noticeable success.

and

4. Build a committed staff

Staff for the Kiefer High School SIG Transformation Project will be committed to the project goals and will be qualified to meet them. Staff members will share a common purpose and have a belief that all students can learn. High expectations for instruction will be shared by all team members and everyone's efforts will be focused in improving student performance. Professional development to help all staff members reach the goals of the Kiefer High School SIG Transformation Project will be an essential element of our reform effort. Staff members identified for this project are the turnaround officer, parent/community liaison and interventionists. These individuals are highly qualified and have a sincere desire to see the Kiefer High School SIG Transformation Project succeed.

In selecting the school intervention model for Kiefer High School, transformation, the Kiefer Public School District Planning Committee has analyzed student achievement data from Kiefer High School and compared it to data from the district and state. The human and financial resources with which each school has operated were taken into consideration. In addition, the Kiefer Public School District has carefully considered Kiefer High School's commitment and capacity to make major systemic changes necessary for improving academic achievement. Stakeholders involved were the superintendent of Kiefer Public Schools, all members of the Kiefer Board of Education, Principal of Kiefer High School, staff members including the library media specialist, treasurer, special education director, ELL director, teachers, parents, community members. The student and teacher needs for Kiefer High School are presented below:

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data.</p>	<p>The school profile indicates a growing population of ELL students at Kiefer High School. There is also a large percentage of IEP students (20%) and a high mobility rate (22%). The staffing data also indicates there is not an ELL teacher nor a family/parent liaison. The EOI data shows low proficiency rates in Mathematics, English, Science, and Social Studies.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The data indicates that teachers are aligning their own curriculum with PASS. There is not a district curriculum guide that is used continuously by teachers. While some teachers work together to align curriculum in the high school, there is a curricular gap in some subject areas and when students move from the middle school to high school. Efforts need to be made to align content taught across grades with cross-district and cross grade teams assigned to work on these tasks. There is not a system to monitor, evaluate and review curriculum. Some teachers have high academic expectations as evidenced by the subject area department heads working together to align curriculum in the high school, but most do not.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Data indicates that many teachers do not use test results to identify instructional and curriculum gaps. The data also indicates that some teachers are using STAR reading and math assessments, but most are using OCCT and EOI test scores to determine mastery. Data does not indicate an alignment to PASS using assessment data.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>The data shows that not all instructional strategies are scientifically research based. The data also indicates that activities sometimes do not correlate with learning objectives in an organized manner. Data shows that teachers do not have access to resources necessary to differentiate instruction but teachers try to modify course work based upon individual students' needs. Data does not indicate teacher collaboration. Data shows that technology is used by the web-based student information system to show assignments and homework.</p>

<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>Data indicates that professional development is needed to meet the expectations of a positive school climate. Data also indicates that many teachers are not using scientifically research based techniques. Professional development, rewards, and positive principal leadership is needed for teachers to recognize and accept their professional role in student successes and failures.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>Data indicates that while there is a local parent/teacher organization that is actively involved, there is a need for professional development to encourage families to become active partners in the educational process. Data also indicates a need for extended learning opportunities.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>The data indicates a strong need for funding for professional development opportunities. There is no collaboration time to engage in peer observations to improve classroom practice. Funding is needed to encourage collaboration time.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>The data indicates a strong vision within the school system and community in the past few years to improve the school system; however there is a need for professional development for the principal in evaluating teachers and a need for leadership teams. Data shows that teachers do not have collaboration, classroom observations, and analysis of student data. More professional development is needed along with collaboration time and time for classroom observations.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>Data indicates that not all teachers are maximizing instructional time. There have been tardies and students are leaving class for errands for teachers. Professional development is needed in this area.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Data indicates that a school planning team has been organized. Professional development and funding is needed to provide the collaboration time and development of school goals.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

In the space below, provide a detailed narrative describing how the selected intervention model was chosen and the correlation between the selected intervention model and the results of the comprehensive needs assessment.

The Kiefer High School intervention model chosen was selected to effect rapid improvement while making the most of existing resources and addressing the four recommendations within the U.S. Department of Education Institute of Education Science's Practice Guide: *Turning Around Chronically Low-Performing Schools*:

1. Signal the need for dramatic change and strong leadership;
2. Maintain a consistent focus on improved instruction;
3. Make visible improvements early in the school turnaround process (quick wins); and
4. Build a committed staff.

In developing our district-wide school improvement plan and selecting the school intervention model for Kiefer High School, the Kiefer Public School district planning committee has analyzed student achievement data from Kiefer High School and compared it to data from the state. The human and financial resources with which Kiefer High School has operated were taken into consideration. In addition, the Kiefer Public School District has carefully considered our school's commitment and capacity to make major systemic changes necessary for improving academic achievement. The Oklahoma Ways to Improve School Effectiveness (WISE) needs assessment was reviewed and correlated to the selection of the intervention model. The WISE survey indicated a need for an instructional model based upon employing and training a principal who will motivate others and influence their thinking and behavior to obtain results, implementing a new teacher evaluation and rewards system, providing increased learning time, providing an ongoing mechanism for community and family engagement, ensuring continuous use of data to inform and differentiate instruction, and providing job embedded professional development,

The student and teacher needs for Kiefer High School are listed below:

The results below are the percentage of students scoring below proficiency on the 2008-2009 EOI tests. Results are for ALL students including non full academic year and full academic year, regular education students and IEP students.

State Average	Level of Achievement	District Average
% below proficiency	2009	% below proficiency
	% below proficiency	
23%	English II	47%
23%	English III	34%
State Average	Level of Achievement	District Average
	2009	
27%	Geometry	67%

19%	Algebra I	37%
38%	Algebra II	74%
29%	Biology I	55%
30%	U.S. History	47%

The Kiefer Public School District has selected the transformation model for Kiefer High School, a high school which has been identified as “persistently low-performing” by the state and is in critical need of academic improvement. The poor math and reading scores cited above emphasize that Kiefer High School must implement an intervention that students can access in and out of school, that provides credit recovery options, that allows for individualized instruction, and most importantly, that is engaging and interesting for all learners. Furthermore, both teachers and students report that they would like integrated technology to be a key component of future instructional programs. In particular, the planning committee identified the need for a technology-based curriculum that embeds assessments and on-demand reporting as provided by Pearson data to serve as part of an early warning system that lets teachers know when students are struggling to make progress. While school students are assessed annually, teachers lack on-demand access to student data to inform and differentiate daily instruction in order to meet the academic needs of individual students. Without this type of performance reporting, it is difficult for teachers to make instructional decisions that can impact students’ academic progress. The WISE survey indicates that teachers feel the need for professional development and more time for planning and collaborating with other teachers as well as expert assistance to stimulate improved instructional strategies. The WISE survey also indicated other weaknesses: teacher knowledge and confidence levels regarding research-based teaching practices remain low, professional development opportunities have not been evaluated in terms of their impact on teacher learning and student achievement, there is insufficient time to disseminate new learning among staff, teachers and the principal need additional professional development and support in order to implement effective strategies to support students with disabilities and limited English proficient students and incorporating research-based instructional methods using technology is needed. A review of school data indicates that only 26% of teachers in the school possess a master’s degree or advanced certification; however, the experience level of the teachers is high. Results of the WISE survey indicate that teachers are willing to undergo intensive training specific to increasing reading and math performance and reaching at risk students. The Kiefer School District is experiencing an increasing number of English Language Learners and teachers need training to address the unique needs of this student group. A Spanish speaking interventionist is needed to provide reading and math intervention to ELL students. In the WISE survey teachers indicated that they need more time for planning and collaborating with other teachers as well as expert assistance to stimulate improved instructional strategies.

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 2010-2011: The API score for students in grades 10-12 in the ALL subgroup will increase from 53% proficient in Reading to 70% proficient.
Goal for 2011-2012: The API score for students in grades 10-12 in the ALL subgroup will increase from 70% proficient in Reading to 75% proficient.
Goal for 2012-2013: The API score for students in grades 10-12 in the ALL subgroup will increase from 75% proficient in Reading to 85% proficient.
Rationale: Reading scores will increase because instructional time is increased during school and through before and after school intervention and summer school intervention. A scientifically researched reading program (Scholastic's Read 180) will be established and instruction will be data driven. Teachers will have received extensive professional development and collaboration time and a reward system will have been implemented based on student performance.

SMART Mathematics Goals
Goal for 2010-2011: The API score for students in grades 9-12 in the ALL subgroup will increase from 51% proficient in Math to 70% proficient.
Goal for 2011-2012: The API score for students in grades 9-12 in the ALL subgroup will increase from 70% proficient in Math to 75% proficient.
Goal for 2012-2013: The API score for students in grades 9-12 in the ALL subgroup will increase from 75% proficient in Math to 80% proficient.
Rationale: Math scores will increase because instructional time is increased during school and through before and after school intervention and a summer school math bridge program. This program will strengthen incoming 9 th graders' mastery of fractions, decimals, percents, and basic algebra with the goal of preparing them for success in advanced high school math courses and state testing. In addition, a scientifically researched program will be established and instruction will be data driven through Pearson. Teachers will have received extensive professional development and collaboration time and a reward system will have been implemented based on student performance.

SMART Graduation Rate Goals
Goal for 2010-2011: The API graduation rate for students in grade 12 will increase from 81.8% to 90%.
Goal for 2011-2012: The API graduation rate for students in grade 12 will increase from 90% to 95%.
Goal for 2012-2013: The API graduation goal for students in grade 12 will increase from 95% to 100%.
Rationale: Graduation scores will increase because instructional time is increased during school and through before and after school intervention and summer school intervention. A scientifically researched credit recovery program will be established and instruction will be data driven. Teachers will have received extensive professional development and collaboration time and a reward system will have been implemented based on student performance on EOI tests.

Academic Learning and Performance

Curriculum

EEIA-1.01	Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)		
Assess			
	Rubric Score:	1	
	Level of Development:	No development or Implementation <i>Will include in plan</i>	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently align their own curriculum to fit the state standards.	

EIA-1.03	Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some subject area department heads work together to align curriculum in the high school. There is currently a curricular gap in some subject areas and when students move from the middle school to high school.	

EEIA-1.07	School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	New textbooks ordered this year for mathematics include the correlating PASS objectives for each lesson. Students currently do not have access to a common academic core curriculum other than textbooks.	

Academic Learning and Performance

Classroom Evaluation and Assessment

EEIB-2.03 All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Some teachers use STAR reading and math assessments. Most use OCCT and EOI test scores to determine mastery.	

EEIB-2.05 All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Some teachers do use test scores to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate, but the majority do not.	

Academic Learning and Performance

Instruction

EEIC-3.01 All teachers use varied instructional strategies that are scientifically research-based.(248)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Textbooks are scientifically research-based because we choose books that are approved by the state textbook committee, but not all instructional strategies are scientifically research-based.	

EEIC-3.02 All teachers use instructional strategies and activities that are aligned with learning objectives.(249)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Most teachers use their textbooks and indicate in their lesson plans the correlation to the PASS objectives. They do not have teams that organize the curriculum into unit plans that guide instruction for all students. Activities sometimes do not correlate with learning objectives in an organized manner. For example objectives are not taught in a consecutive manner.	

EEIC-3.03 All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Teachers do not have access to the resources necessary to differentiate all instructional strategies to meet specific student learning needs. Class sizes have increased due to budget cuts and they do not have the technology necessary to pre and post test students; however, most teachers do everything possible to meet the needs of all students by modifying course work, etc.	

EEIC-3.08 All teachers assign purposeful homework and provide timely feedback to students.(255)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Most teachers provide timely feedback to parents through our web-based student information system. Homework is used as a practice and mastery tool rather than to introduce new material. Many parents have not learned how to properly use this tool and training is needed.	

Professional Learning Environment-Effective Teachers

School Culture

EEIIA-4.01 School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Many teachers do post rules and some teachers are intermittent in their enforcement. Professional development is needed to meet the expectations of a positive school climate.	

EEIIA-4.03 All teachers hold high academic and behavioral expectations for all students.(258)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Although teachers have high expectations; however, they are not using scientifically research based techniques to implement them. Professional development and positive principal leadership is needed for full implementation of this indicator.	

EEIIA-4.05 All teachers recognize and accept their professional role in student successes and failures. (260)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Principal leadership is needed to motivate teachers to recognize and accept their professional role in student successes and failures. Professional development and incentives are needed for full implementation of the indicator.	

EEIIA-4.07 All teachers communicate regularly with families about individual student progress.(262)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Teachers do communicate through the web-based student information system and through telephone calls and quarterly progress reports; however, training is needed for many parents in order for them to properly use the web-based system. A family liason is necessary to encourage parents or guardians to play an active role in their child's education.	

Professional Learning Environment-Effective Teachers

Student, Family, and Community Support

EEIIB-5.01 Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We have a program called STEP that is made up of parents and teachers in our community. They work very hard with the teachers to provide any tools or help necessary to make the classroom and any other activities a success; however there is a gap with parents being actively involved in the school. Professional development is needed to encourage families to become more involved in the educational process.

EEIIB-5.02 All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Some of our students do receive after school tutoring as well as Saturday school. These are not offered to all students, due to the current budget conditions. There is not a summer school. We would like to be able to offer many extended opportunities to all of our students.	

EEIIB-5.05 All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	The main program used to communicate these areas is our Wengage computer data system. Most teachers use this on a daily and weekly basis.	

Professional Learning Environment-Effective Teachers

Professional Growth, Development, Evaluation

EEIIC-6.04 School planning team uses goals for student learning to determine professional development priorities for all staff.(275)

Assess

Rubric Score:	2
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Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	A school planning team has been established, but goals for student learning have not been accomplished at this time. Professional development had previously been based on state mandates and focusing on achieving PASS objectives. Professional development had also been implemented based on teacher recommendations.	

EEIIC-6.06 School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Some professional development has been designed with a direct connection to the analysis of student achievement data. We do not have the technology needed to implement this indicator fully.	

EEIIC-6.11 School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)

Assess

Rubric Score:	1	
Level of Development:	No development or Implementation	
	<i>Will include in plan</i>	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	We have not had the funding in the past to provide opportunities for teachers to participate in collaboration and peer observations.	

EEIIC-6.13 School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Our current principal has been at Kiefer High School for less than one year and has not had the opportunity to provide follow-up and support to evaluations to all teachers. He will concentrate on providing the follow-up and support to teachers during implementation of the transformation process.	

Collaborative Leadership-Effective Leaders

Leadership

EEIIIA-7.01 School leadership develops and sustains a shared vision.(284)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Kiefer Public Schools was considered one of the lowest school districts in the county until the past five years. Gradually, this perception has changed dramatically. With the help of administrators, board of education, teachers, parents, and community leaders, test scores have risen and bond issues have passed providing excellent facilities and resources; however there is need for improvement. Leadership teams have not been formed with teachers nor was there a school improvement team until recently. Funding is limited for summer programs and extended day programs. Researching grant opportunities, forming leadership teams and extending instruction time is needed.	

EEIIIA-7.02 School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Teachers currently do not have the time for collaboration, classroom observations, and analysis of student data. Teachers are given EOI test results at the beginning of the school term and intervention programs are set up with limited ACE remediation and Indian Ed funding. More professional development is needed along with collaboration time and time for classroom observations.	

EEIIIA-7.10 School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293)
Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	While data is reviewed by teachers and administrators, it is not disaggregated by learning objectives, focusing on individual students and learning objectives. Professional development is needed and funding for assessment software. Collaboration time is needed to review data.	

**Collaborative Leadership-Effective Leaders
Organizational Structure and Resources**

EEIIIB-8.03 School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)
Assess

Rubric Score:	3	
Level of Development:	Full Implementation	
Evidence:	Instructional and non-instructional staff are allocated to the maximum level based upon current funding.	

EEIIIB-8.04 School leadership ensures efficient use of instructional time to maximize student learning.(298)
Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)

Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Currently, not all teachers are maximizing instructional time. There has been a number of tardies among students, students leaving class for errands for teachers, and some teachers are not beginning class on time. The new principal is committed to maximizing instructional time and professional development is needed in this area.	

EIIIIB-8.09 Assess	School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)	
Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Currently, the state of Oklahoma has dramatically cut funding to public schools. It is extremely difficult to provide the extra funding necessary for before and after school intervention, summer school, professional development, etc. An assessment of needs has not been aligned to the school improvement plan. Professional development is needed to maximize the current resources.	

Collaborative Leadership-Effective Leaders

Comprehensive and Effective Planning

EIIIIC-9.01 Assess	School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)	
Rubric Score:	3	
Level of Development:	Full Implementation	
Evidence:	Administrators, teachers, and support personnel are committed to working with the community to support the vision of Kiefer Public Schools as a growing school district committed to providing students with the best facilities and resources possible. The past seven school bonds have easily passed and community members volunteer their time and funds to support the school.	

EIIIIC-9.05 Assess	School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)	
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Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	The school planning team has been organized and is in the processing of identifying the action steps, resources, timeles, and persons responsible for implementing the acitivities aligned with school improvement goals and objectives.	

EEIIC-9.07 School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)

Assess

Rubric Score:	2	
Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Administrators and some staff regularly evaluate progress toward achieving the goals and objectives for student learning. After implementation of the plan, extensive evaluation will be provided to all staff members in order to achieve the goals of the transformation team.	

SCHOOL ACTION PLAN

For each Tier I and Tier II 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:

Tier:

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 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>			

Name of School:

Tier:

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>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 formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>			
<p>8. Establish schedules and implement strategies that provide increased learning time.</p>			
<p>9. Provide appropriate social-emotional and community-oriented services and supports for students.</p>			
<p>10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 			

Name of School: Kiefer High School			
Tier: II			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	The principal was hired this year. He is a highly capable principal who is committed to successfully leading a school year by instituting increased learning time for "at risk" students through before and after school intervention and additional time during the day for remediation. He has the skills necessary to initiate dramatic change; implement a rigorous staff evaluation and development system; reward staff who increase student achievement and/or graduation rates and remove staff who have not improved after ample opportunity; institute a comprehensive instructional reform; increase learning time and apply community-oriented school strategies; and will provide greater operational flexibility and support for the school. (See Turnaround Leader Competencies in Appendix.)	Implemented July 2009	Mary Murrell, Superintendent Board of Education

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <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>Kiefer High School will gather data about both student growth and classroom and building level data. We will be using Pearson's Teacher Compass Evaluation System which is based on the Charlotte Danielson Framework. This framework is an effective system of teacher evaluation which accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. Teacher Compass' <i>Framework for Teaching</i> provides such a foundation. In addition, however, the procedures used in teacher evaluation can be used to promote professional learning. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions. By shifting the focus of evaluation from "inspection" to "collaborative reflection" educators can ensure the maximum benefit from the evaluation activities.</p> <p>Student growth will be a significant factor in teacher and principal evaluations. Multiple observation-based</p>	<p>October 2010</p>	<p>Mary Murrell, Superintendent</p> <p>Mike McCormick, Principal</p> <p>Tammie Hixon, Turnaround Officer</p> <p>Gayla Johnson, Family Community Liaison</p> <p>Teachers</p>

Tier: II			
Name of School: Kiefer High School	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Transformation Model	<p>assessments of performance and ongoing collections of professional practice, reflective of student achievement and increased high school graduation rates will be used.</p> <p>Teachers and principals will be involved in the design and development of the evaluation system.</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</p>	<p>School leaders, teachers, and instructional staff consistently scoring in an advanced proficiency category according to an evaluation rubric will receive \$5,000 in incentive pay for the life of the SIG grant. (See Appendix for Reward Criteria for Increasing Student Achievement.) All newly-hired and returning teachers will be offered the opportunity to choose one item from a menu of classroom technology equipment</p>	<p>August 2010 and ongoing</p>	<p>Mary Murrell, Superintendent</p> <p>Mike McCormick, Principal</p> <p>Donny Murrell, Teacher/Director</p>

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>their professional practice, have not done so.</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>such as Smart Boards, mobile lap top labs, and Elmo Tool Document Cameras with remote.</p> <p>The Kiefer Public School District will provide ongoing and intensive professional development, fostering strong leadership from within professional communities, encouraging collaboration both between teachers and between teachers and administrators, and committing adequate human and material resources over the long-term. We will extend or restructure the school day in order to allow for strategies such as collaboration periods between teachers of targeted classrooms and advisory periods that foster deeper relationships between students and teachers. The Kiefer High School SIG Transformation Project will provide comprehensive professional development for all teachers. There will be at least five (5) days of site based training as well as a five (5) day teacher academy or institute training for each teacher at Kiefer High School. Training with Pearson and Scholastic has been scheduled and additional training will be provided on the selected intervention model for new teachers who join Kiefer High School after the start of implementation. (See Professional Development Timeline in Appendix.)</p> <p>Scholastic Implementation Training involves two days of carefully designed in-person training to assist teachers, reading and literacy specialists on how to</p>	<p>August 2010 and ongoing</p>	<p>Technology Director</p> <p>Mike McCormick, Principal</p> <p>Tammy Hixon, Turnaround Officer</p> <p>Gayla Johnson, Family/Community Liaison</p>

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>research-based practices for daily reading, writing, and vocabulary instruction. Training will involve strategies to manage the classroom effectively and use report data to monitor progress and individualize instruction. Both days provide a combination of information and interactive activities designed to provide instructional strategies, hands-on experience, and practical suggestions for using READ 180 with confidence. All teachers will receive invaluable resources as core tools for the in-person <i>READ 180</i> implementation trainings. (See READ 180 Implementation Schedule in Appendix.)</p> <p>NOVA NET Prior to the implementation of the selected curriculum, all participating teachers and staff will attend a full-day training program that teaches them how to use the NOVA NET programs. The training program outlined in Table 3 (attached) will prepare the Kiefer High School SIG Transformation teachers to effectively teach using the online courseware and to take advantage of all instructional features. The Kiefer High School SIG Transformation project teachers will also have on-demand access to NOVANET training modules on a secure website, which they can access as needed. These modules provide basic overviews of courseware usage</p>		

Tier: II				
Name of School: Kiefer High 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)
		<p>and oversight. Also, pre-scheduled live webinars will be available for teachers. All Kiefer High School SIG Transformation Project teachers will be required to complete at least one training module or attend one webinar a month.</p> <p>Additional professional development will be provided for Credit Recovery or Dropout Prevention, Strategies for ELL students, assessment and progress monitoring</p> <p>Additional supports to teachers and the principal will be provided 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</p> <p>The results of multiple staff surveys and needs assessments have provided the Kiefer Public School district specific data with which to analyze our staff's strengths and weaknesses in their knowledge of scientifically based research and training and education levels. These results clearly establish ongoing professional development to improve teachers' knowledge and comfort with implementing strategies for teaching core content areas to ELL students as one of our most pressing needs. After a careful review of</p>		

Name of School: Kiefer High School		Tier: II	
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)
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.	teacher needs, the planning committee selected the Sheltered Instruction Observation Protocol (SIOP) as provided by Pearson developed by the Center for Applied Linguistics as the best professional development model for our school reform project. SIOP will guide the staff in modeling strategies that have proven successful in assisting at-risk learners, LEP students, and students with disabilities to increase reading performance and apply literacy skills needed to understand content-area text. SIOP in conjunction with the technology integration staff development offerings, will provide the resources and support needed to equip teachers with the most effective strategies for reaching LEP students.	August, 2010 and ongoing	Mary Murrell, Superintendent Mike McCormick, Principal

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>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>The Kiefer High School SIG Transformation Project planning committee reviewed the data from the WISE needs assessment as well as reviewed many other data sources, including student achievement data, perception data and demographic 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. Several technology-based programs were reviewed to be used in the turnaround efforts for Kiefer High School. In choosing external providers, The Kiefer High School SIG Transformation Project Planning Committee carefully researched and evaluated several educational companies and chose Pearson and Scholastic as the best fit for Kiefer High School. The committee found that these programs are the best match to student, teacher, and administrator needs. These programs will engage our high school students in individualized instruction to close achievement gaps and develop technology literacy skills that are necessary for the next steps in achieving career goals.</p> <p>NOVA NET</p> <p>This program provides interactive multimedia lessons for grades 9-12 in major content-area disciplines—math,</p>	<p>May, 2010 and ongoing</p>	<p>Mary Murrell, Superintendent</p> <p>Mike McCormick, Principal</p> <p>Tammie Hixon, Turnaround Officer</p> <p>Kiefer Board of Education</p> <p>Planning Committee</p>

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>English, science, and social studies. The content is aligned to PASS standards. The program features key courses identified by school and district staff as problem areas for a majority of learners. For example only 30% of our students have successfully completed both Algebra I and II. The program will provide pre-Algebra and Algebra instruction to ensure all students build the foundational skills necessary to complete high school and compete in a global economy. NOVA NET is a technology based program that has shown proven effectiveness. Research shows that technology encourages students to be more independent and responsible for their own learning. In the report entitled "Technology in American Schools," Lemke and Coughlin write, "Technology adds a powerful tool to teachers' repertoires, enabling them to meet the individual learning needs of their students more effectively" (1998). In particular, we selected NOVANET due to the program's proven effectiveness with credit recovery. The program will engage our 9-12th grade students in individualized instruction to close achievement gaps and develop technology literacy skills that are necessary for the next steps in achieving career goals. The online program's instructional strategies employ adaptive instructional techniques that address individual differences in ability, knowledge, interests, goals, contexts, self-efficacy, and learning styles. The system offers flexibility in curriculum presentation with both prescriptive and nonprescriptive formats. Each</p>		

Tier: II	
Name of School: Kiefer High School	Tier: II
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)
	<p>format allows for self-pacing, dynamic questioning, and intelligent feedback. The onscreen support ensures that each student receives instruction that is appropriate, individualized, and most important, academically rigorous and challenging. NOVANET accommodates a broad range of ability levels, from those needing remediation to those needing enrichment and acceleration.</p> <p>The NOVANET program is research based and has a forty-year history of effectiveness. The program was first developed at the University of Illinois at Urbana Champaign Computer-based Education Research Laboratory (CERL) in the 1960s, and development was funded through a National Science Foundation grant. The program has been continually updated according to research, current state standards, and feedback from users.</p> <p>In 2006, the Office for Education Policy at the University of Arkansas evaluated the effectiveness of NOVANET on the achievement of REAP Academy students during the 2004-2005 and 2005-2006 school years. The evaluation found that REAP students showed measurable improvement in various areas including stronger academic gains, time-on-task increased, disciplinary referral rates decreased, and stronger credit recovery rates in contrast to the control group students who did not attend REAP. The control</p>
	Timeline for Implementation
	Name and Position of Responsible Person(s)

Tier: II				
Name of School: Kiefer High 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)
		<p>group either remained the same or fared worse in the same categories. In fact, results from the BASI pre- and post- tests showed increased academic achievement by most REAP students by several grade levels. The program is continually refined based on current research and feedback from content area field experts. The courseware design uses frequent, informative feedback to guide students' understanding of content-area text. The feedback model used most widely in NOVANET is consistent with current research-based design guidelines for effective teaching of declarative and well-structured procedural knowledge as noted by Narciss & Huth (2002). The Center for Applied Research in Technology's (CARET) recent studies reemphasized the work started by CERL, which is still the foundational base for the NOVANET program, when it found that computer-based learning shows the greatest gains in academic achievement when lessons are sequential; student performance guides the branching to the next optimal difficulty level; and embedded assessments are used to track student progress (Cradler, 2003). These strategies are effectively implemented in the courseware.</p> <p>The Kiefer High School SIG Transformation Project students will receive 150 minutes of instruction weekly through a curriculum through NOVA NET and Scholastic. The Kiefer Public School District will use the curriculum to supplement regular classroom</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>instruction for students struggling to keep up, to provide remedial courses for students several years behind grade level, or to provide credit recovery for students who have already failed to pass a course due to performance or lack of seat time.</p> <p>Scholastic READ 180</p> <p><i>READ 180</i> is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. <i>READ 180</i> is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.</p> <p>The READ 180 instructional model provides a simple way to organize instruction and classroom activity. The session begins and ends with Whole-Group teacher-directed instruction. In between the Whole-Group meetings, students break into three small groups that rotate among three stations. Studies conclusively show that when schools implement and follow the instructional model, significant gains can be expected.</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Whole Group Instruction</p> <p>Teachers begin the day by providing systematic instruction in reading, writing, and vocabulary to the whole class.</p> <p>Small-Group Direct Instruction</p> <p>Using the rBook and Resources for Differentiated Instruction, the teacher works closely with students so that individual needs can be met.</p> <p>READ 180 Software</p> <p>Students use the software independently, providing them with intensive, individualized skills practice.</p> <p>Modeled and Independent Reading</p> <p>Students build fluency and reading comprehension skills through modeled and independent reading.</p> <p>Whole Group Wrap-Up</p> <p>Teachers end the day with Whole-Group reflection where students have the opportunity to engage each other with what they have learned.</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Flexible Scheduling Options</p> <p>Sufficient time must be scheduled for students who are at risk of failure. Alternate schedules will be implemented in the following options:</p> <p>Consecutive 45 or 50 minute class periods</p> <p>Non-consecutive 45 or 50 minute class periods</p> <p>45 or 50 minute class periods, plus computer lab after school</p> <p>Before and after school</p> <p>4-6 week summer school</p> <p>READ 180 Implementation Plan</p> <p>The Scholastic Central Region is committed to ensuring the success of <i>READ 180</i> schools, teachers, and students in Kiefer Public Schools. In an effort to define roles and responsibilities of both partners, the Implementation Plan summarizes the tasks that are critical to a successful implementation including Communication, Materials Planning, Technology, Training & Professional Development, Instruction, Assessment &</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Evaluation, and In-Classroom Support.</p> <p>To assure a smooth implementation and start-up, Scholastic has developed a comprehensive plan for the 2010-2011 school year. There are four phases to <i>READ 180</i> Implementation:</p> <ol style="list-style-type: none"> 1. Planning Phase 2. Start-Up Phase 3. In-Classroom Phase 4. Results Phase <p>The goal for 2010-2011 school year is to have Kiefer High School prepared, set up, and ready to complete the In-Classroom Phase to ensure results.</p> <p>Implementation Phases</p> <p>Below are 18 key steps for implementation across each phase that will be used as the basis of a plan and checklist for Kiefer High School implementation.</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Vision</p> <p>Improving reading achievement for struggling readers is a significant and important undertaking. It is important to work with our district partners to support us as we articulate our vision and goals with the leadership team, principals, teaching staff, and students as necessary. This vision will help drive the nuts and bolts of a successful implementation.</p> <p>Planning Phase</p> <p>A critical step of the Planning Phase is assuring that the necessary materials, equipment, dates, and personnel are in place <i>before</i> implementation occurs.</p> <ol style="list-style-type: none"> 1. <u>Determine the number of Classrooms, and Teachers.</u> 2. <u>Integrate READ 180 within the Master Schedules to provide 90 minutes daily of uninterrupted class time.</u> 3. <u>Schedule Technology Audits and select Technology Support Plan.</u> 4. <u>Order READ 180 and secure appropriate technology needs and materials.</u> 5. <u>Select READ 180 teachers.</u> 6. <u>Schedule Training and Professional</u> 		

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Development.</p> <p>Start-Up Phase (2-4 weeks)</p> <p>The Start-Up Phase should be around or close to the start of the school calendar or no more than four weeks before the proposed implementation date.</p> <ol style="list-style-type: none"> 7. Install the <i>READ 180</i> Technology. 8. Attend Scholastic Training and Professional Development. 9. Set up <i>READ 180</i> classrooms. <p>In-Classroom Phase (32-34 weeks)</p> <p>The <i>READ 180</i> Teaching Materials and reports provide content and direction for teachers to teach and differentiate instruction within the program.</p> <ol style="list-style-type: none"> 10. Teach students using <i>READ 180</i> Materials and classroom instructional model. 11. Administer the Scholastic Reading Inventory (SRI) 3-4 times per year. 12. Attend Scholastic Training and Professional Development. <p>Results Phase (4-6 weeks)</p> <p>Evaluation is an ongoing element of a <i>READ 180</i></p>		

Tier: II				
Name of School: Kiefer High 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)
		<p>Implementation Plan. At the end of the year it is recommended that the evaluation include: Total Implementation, Student Results, and Next Steps.</p> <ol style="list-style-type: none"> 13. Analyze Student and Implementation Data to report results. 14. Consider student exit criteria and identify students for next year. 15. Secure materials and reorder missing or damaged materials. 16. Enroll in <i>READ 180</i> Summer Institute and schedule Professional Development for teachers. 17. Schedule a meeting for district stakeholders, including Technology, Curriculum, Instruction, and Research. 18. Determine the number of Classrooms, and Teachers for the following year. <p>2010-2011 <i>READ 180</i> Implementation Metrics</p> <p>Tracking Implementation success includes knowing where and by whom the <i>READ 180</i> program is being used. Kiefer Public Schools and Scholastic will work together to report against the following metrics:</p>		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>As a <i>READ 180</i> Partner, Scholastic agrees:</p> <p>Communication</p> <ul style="list-style-type: none"> To collaborate and plan with a district <i>READ 180</i> Coordinator to coordinate Implementation planning and execution. To maintain an informative and helpful website (www.READ180.com) for <i>READ 180</i> teachers and administrators that includes an area where questions can be posted and answered by an expert <i>READ 180</i> teacher. To provide parent communication letters to be used by <i>READ 180</i> teachers. <p>Materials</p> <ul style="list-style-type: none"> To ship all materials to designated district or school contacts and addresses. <p>Technology</p> <ul style="list-style-type: none"> To conduct an analysis of existing hardware and peripherals to assure that the recommended specifications are available at each site by telephone. To provide technology staff with one day of Scholastic Certified Technical Training. 		

Name of School: Kiefer High School

Tier: II

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)
	<ul style="list-style-type: none"> • To provide expert technical support and advice: <ul style="list-style-type: none"> ▪ One Year, Unlimited Toll-Free Access to 1-800-927-0189 ▪ Unlimited Email Support at techsupport@scholastic.com ▪ Unlimited WebChat Support through www.READ180.com ▪ Online searchable knowledge base ▪ On-site Technical Support as needed <p>Instruction</p> <ul style="list-style-type: none"> • To provide <i>READ 180</i> instructional materials for students in all secondary schools. • To suggest criteria for selecting effective teachers for the <i>READ 180</i> classrooms. <p>In-Classroom Support</p> <p>conduct an Implementation Check of each classroom by telephone or email within the 2-4 weeks following training to assess program set-up, enrollment, and use of licenses.</p> <p>To provide Classroom Visits as needed to Kiefer Public Schools <i>READ 180</i> teachers (fee-based).</p>		

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>As a <i>READ 180</i> Partner, Kiefer Public Schools agrees:</p> <p>Communication</p> <ul style="list-style-type: none"> • To designate a <i>READ 180</i> Coordinator at the District/School level. <p>Materials</p> <ul style="list-style-type: none"> • To provide a list of all designated school contacts and addresses for delivery. <p>Technology</p> <ul style="list-style-type: none"> • To collaborate with Scholastic to complete technical audits. • To provide computers (and appropriate electricity) in <i>READ 180</i> classrooms linked to a school network and servers that meet <i>READ 180</i> technical specifications. • To ensure all technicians can attend scheduled Technical Training. • To provide computer tables, headphones, microphones, and CD players with headphones for <i>READ 180</i> classrooms. • To have District Technicians accessible to Scholastic 		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Technical Service Managers during all remote and on-site technical service work.</p> <ul style="list-style-type: none"> • To install <i>READ 180</i> Software on a classroom, school, or district network in all designated buildings. <p>Instruction</p> <ul style="list-style-type: none"> • To commit to 90 minutes of instruction and 15-21 students in a class in accordance with the <i>READ 180</i> instructional model. • To select <i>READ 180</i> teachers based on the recommended criteria. <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • To administer Scholastic Reading Inventory a minimum of three times each year to every student in <i>READ 180</i>. • To provide Scholastic with access to student data from SRJ and <i>READ 180</i> to support recommendations to improve student achievement. <p>In-Classroom Support</p> <ul style="list-style-type: none"> • To visit and observe all <i>READ 180</i> classrooms to support and monitor the program (fee-based). 		

Name of School: Kiefer High School

Tier: II

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)
7. Promote the continuous use of	<p>Research for READ 180 includes a rigorous review of evaluation research in <i>Reading Research Quarterly</i> who placed READ 180 in a select group of four adolescent literacy programs that showed more evidence of effectiveness than 128 other programs reviewed.</p> <p><i>The Journal of Research on Educational Effectiveness</i> published a randomized control study undertaken by Seminole County, Florida Public Schools, which found that the gains of 9th grade students enrolled in READ 180 during the 2006-2007 school year exceeded the benchmark for expected yearly growth on the Florida Comprehensive Assessment Test.</p> <p>The Brockton, Massachusetts study, published in the <i>Harvard Educational Review</i>, indicated that READ 180 can be successfully implemented—with minor modifications to the model—in an afterschool setting. Furthermore, the study showed that the rate of after-school attendance among READ 180 students was significantly higher than among control group students, and that READ 180 students and teachers found the program engaging and motivating.</p> <p>For a list of other research regarding READ 180, and an implementation schedule, please see Appendix.</p>	Upon enrollment,	Principal, Turnaround

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Inventory (BAS) a multi-level, norm-referenced, criterion-based achievement test embedded in the Pearson software. The test measures students' mathematics, reading, and language skill levels in order to help teachers place students in appropriate courses and identify existing learning gaps. The test is composed of six subtests that can be given together or individually. Subtest topics include vocabulary, spelling, language mechanics, reading comprehension, math computation, and math application. Each test provides assessment for grades 9-12 and each test has two forms that are normed for fall and spring. Teachers can administer the test in either timed or untimed formats to accommodate learners with disabilities. Using Data - After the initial placement assessment, the program will automatically assess the students' competency level and learning performance within each course module as students move through the curriculum. Student performance outcomes for each module's pretest, mastery lessons, and post-test will determine the appropriate level of instruction while supporting students as they complete the onscreen material. The Kiefer High School SIG Transformation teachers will use the results of embedded formative and summative course assessments to track student progress and adjust individual and classroom instruction accordingly. Teachers can access real-time assessment data daily in order to monitor student progress and get early warnings</p>	<p>each quarter, and end of year and Ongoing</p>	<p>Officer, Teachers, Interventionists</p>

Tier: II				
Name of School: Kiefer High 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)
		<p>for struggling students and the areas in which they are having difficulty. Or, teachers can access reports for a specific date range to gain an overview of individual and class progress. Student and classroom reports can be printed for use in teacher grade-level planning meetings, conferences between teachers and administrators or coaches, and to inform parents of student successes and difficulties.</p> <p>Periodic reviews will be conducted to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p> <p>The Kiefer High School SIG Transformation Project staff will use the Pearson BASI as a pretest to set benchmark levels for each student, assign appropriate courses in the curriculum, and design classroom learning interventions for students. Throughout the course of the Kiefer High School SIG Transformation Project, teachers will use the assessment to determine student growth within each instructional year and over all years the student participates in the program. Teachers and school and district administrators will examine results from this test each semester and will ask questions such as the following to guide the daily and long-term implementation of the project.</p> <ul style="list-style-type: none"> • What are the characteristics of students who achieve 		

Name of School: Kiefer High School		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>proficiency versus those who do not?</p> <ul style="list-style-type: none"> • Where are we making the most progress in closing achievement gaps? • What are the variations in students' academic skills for each subtest? • What skill areas still need to be addressed? • Which students will need increased support as they work through grade-level material? • What types of instructional support might be needed to support students that are reading below grade level or functioning below grade-level in mathematics? • How can I meet the various instructional needs of students identified as struggling learners across the subject-area content? • What kind of professional development services do teachers need to support student learning and effective teaching? <p>Implementing a schoolwide "Response-to-Intervention" Model</p> <p>The use of response to intervention (RTI) models has not been used effectively at the secondary level. As part</p>		

Tier: II				
Name of School: Kiefer High 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)
		<p>of the transformation model, Kiefer High School will begin implementing RTI schoolwide. The following steps outline our implementation of the RTI framework and align to recommendations from the National High School Center (Duffy, 2007):</p> <ol style="list-style-type: none"> 1. Screen students in transition from middle to high school. Early identification of adolescent learners struggling to make progress is crucial, in particular because more students fail ninth grade than any other grade (Kennelly & Monrad). At the beginning of the year, all ninth-grade students will receive the Pearson BASI pre-test embedded in the instructional courseware to determine their reading, writing, and math skill levels. Teachers will review the results to determine individual student progress and identify students at-risk, so that instructional intervention decisions can be made early and individual improvement can be monitored frequently. Students will be identified for placement in three tiers of intervention: Tier 1: all students receiving the core curriculum, Tier 2: students identified as at-risk from the benchmark assessment and in need of additional intervention, Tier 3: students with severe skill discrepancies and in need of intensive instructional services. 		

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>2. Provide high-quality intervention matched to each student's needs. As the student moves through the curriculum, the intervention program automatically assesses each student's competency levels and learning performance. The system then provides the appropriate level of instruction, supporting the student in experiencing successful learning and then guiding the student to the next level of difficulty. NOVANET's reporting capabilities enable both student and teacher to work together in monitoring and measuring individual student progress. Typically, students progress 1.0 to 2.0 grade levels with approximately 20 hours on online work.</p> <p>3. Monitor progress frequently to inform instruction. Students should also be monitored over time with assessments tied to curriculum and state standards. The software will track each student with an individual database, allowing teachers to retrieve information on any child or group of children at any time. The courseware's management system incorporates a variety of features that will facilitate the Kiefer High School's teacher/student interaction. Examples include:</p>		

Name of School: Kiefer High School

Tier: II

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)
8. Establish schedules and implement strategies that provide increased learning time.	<ul style="list-style-type: none"> •flagging students who need additional attention, •the ability to access individual student records by inputting a codeword from a student workstation without the student signing-off or requiring the teacher to be logged on to a teacher workstation, •diagnostic utilities that allow teacher to monitor all online activity regardless of the point of student access. <p>4. Make important educational decisions based on child response data. Students who do not show sufficient progress in spite of appropriate instructional interventions will be evaluated for learning disabilities to determine eligibility for special education services.</p>		
	The Kiefer High School SIG Transformation Project will increase learning time by implementing Before and After School programs that will be available for all students. These programs will begin one hour before the start of the school day and will continue for one hour after the end of the school day. In addition, four to six week summer academies will be implemented for all students. These summer academies will be four hours	Begin of School 2010 And Summer 2011	Mike McCormick, Principal Tammy Hixon, Turnaround Officer Teachers

Tier: II			
Name of School: Kiefer High School	Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Name and Position of Responsible Person(s)
		<p>per day. The summer academy will include a Bridge Math Summer Session a program which will strengthen incoming 9th graders' mastery of fractions, decimals, percents, and basic algebra with the goal of preparing them for success in advanced high school math courses and state testing. All of the above instructional programs will be used in the extended day and summer programs.</p>	<p>Library Media Specialist Interventionists</p>
	<p>9. Provide ongoing mechanisms for family and community engagement.</p>	<p>The Kiefer High School SIG Transformation planning committee found a need for family and community engagement. A family/community liaison has been chosen to implement the following measures:</p> <ol style="list-style-type: none"> a. Partnering with parents and parent organizations, faith and community based organizations, health clinics, and other state or local agencies to create safe school environments that meet students' social, emotional, and health needs; b. Extending or restructuring the school day to add time for such strategies as advisory periods that build relationships between students, parents, faculty, and other school staff; c. 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 	<p>Mike McCormick, Principal Tammy Hixon, Turnaround Partner Gayla Johnson, Family/Community Liaison</p>
			<p>Timeline for Implementation</p> <p>Beginning of year and ongoing</p>

Name of School: Kiefer High School

Tier: II

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>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>harrasment</p> <p>In order to enable Kiefer High School to implement all of the strategies outlined in this application, the Kiefer Public School District will provide Kiefer High School with adequate flexibility to carry out the Kiefer High School SIG Transformation Project goals in ways that will positively impact students. Areas of operational flexibility will include:</p> <p>Staffing. Kiefer High School will be encouraged to reward teachers who increase student achievement and remove those who, after ample professional development opportunities, do not. Kiefer High School will also be given flexibility in implementing recruiting and retention strategies including financial incentives, career growth opportunities, and flexible work conditions.</p> <p>Time allotment. Kiefer High School will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school) as necessary.</p> <p>Budgeting. School leaders will be given flexibility in making final decisions about budget decisions as they pertain to the Kiefer High School SIG Transformation Project.</p>	<p>August, 2010 and ongoing</p>	<p>Mary Murrell, Superintendent</p> <p>Kiefer Board of Education</p>

Tier: II			
Name of School: Kiefer High School	Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation
	<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>Technical support will be provided by the Kiefer Public School District, the Oklahoma State Department of Education, Scholastic and Pearson. Technical support will also be provided through the Center on Innovation & Improvement.</p> <p>In addition, the OSDE's State System of Support technical assistance will be used. School Support Teams will be provided. These teams will meet on site at least three (3) times per year to provide technical assistance and support to our school and to conduct an external evaluation of the school based on Oklahoma's Nine Essential Elements.</p>	<p>Ongoing</p>
	<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 		

Name of School:				Tier:	
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 Tier I or Tier II 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:

Tier:

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 Tier I or Tier II 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.			

Name of School:				Tier:	
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 Tier I or Tier II 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.

Start typing here.

In the space below, provide a narrative describing how the LEA will meet the additional 1003(g) requirement listed below:

- The LEA will establish and 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.

Start typing here.

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 including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II 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 Tier I and Tier II 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 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 Tier I and Tier II 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.

Year 1
*Scientifically Researched Curriculum and Assessments
Pearson.*

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 Tier I and Tier II school to be served.

APPENDIX A

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, 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, in accordance with paragraph 2, 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:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(c) Tier III schools: A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

2. 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 Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) 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;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) 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;

(iv) 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;

(v) 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;

(vi) 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;

(vii) 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;

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

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) 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).

(b) 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.

(c) 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.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

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

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

(1) 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

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

(C) 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;

(D) 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

(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 a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

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

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

(C) 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.

(2) 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.

(i) Required activities. The LEA must--

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

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

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

(A) 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;

(B) 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;

(C) 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

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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

(B) 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).

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

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

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

3. Definitions.

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.

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) 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--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA’s capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II 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.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to “start over” in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

6. If an SEA does not seek a waiver under section I.B.2, 3, 4, or 5, an LEA may seek a waiver.

APPENDIX B

RESOURCES FOR GRANT APPLICATIONS

Additional information related to the 1003(g) School Improvement Grant may be found at the following Web sites:

United States Department of Education

<http://www2.ed.gov/programs/sif/index.html>

Center for Comprehensive School Reform and Improvement

http://www.centerforsri.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/Polices for External Providers

Level I	Level II	Level III
<ul style="list-style-type: none">The LEA has not fully	<ul style="list-style-type: none">The LEA has a written	<ul style="list-style-type: none">The LEA has fully developed

developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists	procedure/policy for recruiting and selecting external providers, but the policy is too general.	a clear and specific written procedure/policy for recruiting and selecting external providers.
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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 to no policy change to enable schools to implement the selected intervention model. 	<ul style="list-style-type: none"> The LEA has provided some policy change to enable schools to implement interventions. 	<ul style="list-style-type: none"> The LEA has provided 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.

LEA Application for Tier III Schools

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

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 	<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.) 	<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.

supported by the data analysis or needs assessment or is minimally supported.	<ul style="list-style-type: none"> The identified model is partially supported by the data analysis and needs assessment. 	(If applicable.) <ul style="list-style-type: none"> The identified model is fully supported by the data analysis and needs assessment.
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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 Action Plan

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 requirements have been addressed in the narrative and included in the budget worksheet. The LEA has not sufficiently funded the required components of the chosen intervention model. 	<ul style="list-style-type: none"> Most of the required budget criteria have been adequately addressed. Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. 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. 	<ul style="list-style-type: none"> All required budget criteria have been adequately addressed. All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. 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 Tier I and Tier II schools will be reviewed by the Title I Office for accuracy.*

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 II, Part A	
Title II, Part D	Instructional technology to be integrated into core subjects. Technology will be used with Pearson NOVA Net programs and in the classroom to enhance instruction.
Title III, Part A	
Other Federal Resources <ul style="list-style-type: none"> • List here. • 21ST Century Grant • Title VII Indian Ed 	Applying for this grant in 2011-2012 year for extended day programs such as before and after school and summer programs After school tutoring
State Resources <ul style="list-style-type: none"> • List here. • Professional Development • Alternative Education • Ace Remediation 	Registration & Travel for Conferences & Workshops Drop-Out Prevention and Credit Recovery Intervention for students scoring below proficient on EOI tests
Local Resources <ul style="list-style-type: none"> • STEP • Kiefer Public School Foundation 	Resources for extended day programs Instructional technology to be integrated into core subjects

SEA MODIFICATION OF POLICIES AND PROCEDURES

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

In order to enable Kiefer High School to implement all of the strategies outlined in this application, Kiefer High School will be provided with adequate flexibility to carry out the Kiefer High School SIG Transformation Project goals in ways that will positively impact students. Areas of operational flexibility will include:

- Staffing. Kiefer High School will be encouraged to reward teachers who increase student achievement and remove those who, after ample professional development opportunities, do not. Schools will also be given flexibility in implementing recruiting and retention strategies including financial incentives, career growth opportunities, and flexible work conditions.
- Time allotment. Kiefer High School will have the freedom to revise teacher planning schedules, class schedules, and extended learning opportunities (e.g., summer transition programs for students transitioning from middle to high school, extended day intervention, etc.) as necessary.
- Budgeting. School leaders will be given flexibility in making final decisions about budget decisions as they pertain to the Kiefer High School SIG Transformation Project.
- Structural: Allow Nova Net curriculum for credit recovery

SEA SUSTAINABILITY EFFORTS

As evidenced in our Coordination of Funding Table above (Table 6), Kiefer High School is committed to sustaining this project after the grant period is complete. We will coordinate current programs, materials, and funds with grant monies to support our goals and objectives and provide a written framework that will allow SIG activities to carry on past the grant period. All stakeholders were involved in the planning phase as detailed above and will share leadership throughout the implementation of the project. The Kiefer High School SIG Transformation Planning Committee will utilize the WISE planning tool and provide a system of formative and summative data collection. Other funding sources have been secured and are being actively sought to enable the school to continue the initiatives and the Title I, Part A schoolwide/school improvement plan will include goals and action steps that will sustain reform efforts.

**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.

Year 1

In the space below, provide a narrative describing how the LEA will meet the additional 1003(g) requirement listed below:

- The LEA will establish and 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.

LEA Budget Narrative

Year 1

- Establish 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

Tammie Hixon

Cost: \$50,000

Benefits: \$12,325

Year 2

- Establish 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

Tammie Hixon

Cost: \$50,000

Benefits: \$12,325

Year 3

- Establish 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

Tammie Hixon

Cost: \$50,000

Benefits: \$12,325

School District will provide the following with other federal, local, and state funding:

- Replace the principal who led the school prior to commencement of the transformation model.

Principal Salary

The technology director will provide technical assistance and will provide all services to install technology and training for teachers.

Facilities and resources such as copiers, paper, additional technology, and other resources as needed.

Superintendent Salary

The superintendent will provide administration and guidance to adhere to the goals of the Kiefer High School SIG Transformation Project.

Other Kiefer High School and district personnel and resources will be available to adhere to the goals of the Kiefer High School SIG Transformation Project.

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 including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II 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 Tier I and Tier II 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 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 Tier I and Tier II 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.

Year 1

- 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.
- 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.

**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.

Start typing here.

In the space below, provide a narrative describing how the LEA will meet the additional 1003(g) requirement listed below:

- The LEA will establish and 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.

Start typing here.

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 including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II 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 Tier I and Tier II 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 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 Tier I and Tier II 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.

After conducting a thorough needs assessment using the WISE planning tool as well as numerous other data, the Kiefer High School SIG Transformation Project Planning Committee selected a Transformation Model to effect rapid improvement while making the most of existing resources. In order to implement the Transformation model, the Kiefer High School SIG Transformation Project will implement the following proposed initiatives:

Key WISE Indicators from Oklahoma's Nine Essential Elements and SIG Grant Requirements are referenced to the initiative:

Year 1

- 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.
- 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.

In School Programs

3 Interventionists (2 Part Time 1 Full Time)

Certified Teachers

Cost \$75,433

Benefits \$23,874.55

Scholastic

Literacy Intervention Materials

Classroom materials to setup (1) of READ 180/System 44

60 New READ 180 Software Licenses and READ 180 Student Books

20 READ 180 System 44 Software Licenses and Student Books

7 Expert 21 Licenses including teacher and student materials

80 new Scholastic Reading Inventory Lexile Assessment Software Licenses

60 new Scholastic Phonics Inventory Software Licenses

Services

Installation and Classroom Setup and Support

Initial READ 180 and System 44 Day 1 and Day 2 teacher training

Leadership Training (Building and District Leaders)

(2) days of Monthly In-classroom Expert 21/READ 180/System 44 teacher support

Certification Training for school and district literacy/reading coaches

Quarterly Implementation Effectiveness Report, Mid and End of Year Data Analytics

Scholastic U (24/7) to Interactive Teaching System

Teacher & Administrator access (24/7) to Digital Training Zone

Onsite, telephone, online technical support and relevant software updates

Hardware to support Scholastic

Computers, servers, headsets, etc.

Cost \$149,661.88

Pearson

NovaNet Courseware Subscription License

Cost \$20,970

ELLIS Software

Cost \$3,950

Technology

10 Lap Top Carts with 20 Laptops

\$150,000

Sound System for Smart Boards

\$11,990

INSTALLATION COSTS FOR TECHNOLOGY \$2,000

(5) Elmo TT-02RX Teachers Tool Document Camera – 1.39 MP CMOS Sensor, 41.6 Zoom, LED Light, 30 Frames Per Second, Remote Control

\$894 x 5 = \$4,470

•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.

Rewards for Improving Student Achievement

10 Teachers x \$5,000

Cost: \$50,000

Benefits: \$15,825

Reward teachers who are elevated to a position of department chair

\$750.00 x 4 teachers

Cost: \$3,000

Benefits \$949.50

Start-up funds for classroom instructional supplies

\$250.00 x 20 teachers

Cost: 5,000

•Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Scholastic Training for READ 180 and System 44

Included in proposal

Pearson

NovaNET Training 2 Onsite Days

Cost \$5,700

Teacher Compass
Professional Development for Principals and Teachers
Pearson
\$35.00 per individual assessed
\$875.00

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;

Collaboration time 90 minutes for teachers and administrators per week
\$52.50 per person x 25 teachers and staff

Cost \$52,500
Benefits: \$16,616.25

- 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 Tier I and Tier II school to be served.

5 days x 25 x 210.00 per day =
Cost: \$26,250.00
Benefits: \$8,308.13

5 additional days for turnaround officer and school personnel
5 days x 5 staff members x 210.00 = 5,250
Benefits: 1,661.63

Travel Expenses for Training
5 days to workshops out of the district
\$150.00 per day x 5 days x 5 teachers and staff
\$3,750.00

- Establish schedules and implement strategies that provide increased learning time.
Add 20 minutes to school day
\$11.90 per day x 163 days x 25 teachers and staff = \$48,492.50
Benefits: \$15,347.88

Extended Day before and after school

10 people x 2 hours per day x 163 days x \$35.00

Cost: \$114,100
Benefits: \$36,112.65

Summer School and Summer Bridge Math Academy
12 people x 4 hours per day x 20 days x \$35.00

Cost \$33,600

Benefits: 10,634.40

Supplies for Extended Day Programs and Summer School

\$5,000

Provide ongoing mechanisms for family and community engagement

Family/Community Liaison

Gayla Johnson

\$9,720

\$3,076.38

Year 2

- 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.

- 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.

In School Programs

3 Interventionists (2 Part Time 1 Full Time)

Certified Teachers

Cost \$75,433

Benefits \$23,874.55

Scholastic Curriculum and Software

\$59,864.75

Pearson

NovaNET Courseware Subscription License

Cost \$20,970

ELLIS Software

Cost \$3,950

- 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.

Rewards for Improving Student Achievement

10 Teachers x \$5,000

Cost: \$50,000

Benefits: \$15,825

Reward teachers who are elevated to a position of department chair

\$750.00 x 4 teachers

Cost: \$3,000
Benefits \$949.50

Start-up funds for classroom instructional supplies
\$250.00 x 20 teachers

Cost: 5,000

- Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Scholastic Training for READ 180 and System 44
Included in proposal

Pearson
NovaNET Training 2 Onsite Days

Cost \$5,700

Teacher Compass
Professional Development for Principals and Teachers

Pearson
\$35.00 per individual assessed
\$875.00

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;

Collaboration time 90 minutes for teachers and administrators per week
\$52.50 per person x 25 teachers and staff

Cost \$52,500
Benefits: \$16,616.25

- 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 Tier I and Tier II school to be served.

5 days x 25 x 210.00 per day =
Cost: \$26,250.00

Benefits: \$8,308.135 additional days for turnaround officer and school personnel
5 days x 5 staff members x 210.00 = 5,250
Benefits: 1,661.63

Travel Expenses for Training
5 days to workshops out of the district
\$150.00 per day x 5 days x 5 teachers and staff

\$\$3,750.00

- Establish schedules and implement strategies that provide increased learning time.

Add 20 minutes to school day

\$11.90 per day x 163 days x 25 teachers and staff = \$48,492.50

Benefits: \$15,347.88

Extended Day before and after school

10 people x 2 hours per day x 163 days x \$35.00

Cost: \$114,100

Benefits: \$36,112.65

Summer School and Summer Bridge Math Academy

12 people x 4 hours per day x 20 days x \$35.00

Cost \$33,600

Benefits: 10,634.40

Supplies for Extended Day Programs and Summer School

\$5,000

Provide ongoing mechanisms for family and community engagement

Family/Community Liaison

Gayla Johnson

\$9,720

\$3,076.38

Year 3

- 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.

- 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.

In School Programs

3 Interventionists (2 Part Time 1 Full Time)

Certified Teachers

Cost \$75,433

Benefits \$23,874.55

Scholastic Curriculum and Software

\$59,864.75

Pearson

NovaNET Courseware Subscription License
Cost \$20,970

ELLIS Software
Cost \$3,950

- 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.

Rewards for Improving Student Achievement
10 Teachers x \$5,000

Cost: \$50,000
Benefits: \$15,825

Reward teachers who are elevated to a position of department chair
\$750.00 x 4 teachers

Cost: \$3,000
Benefits \$949.50

Start-up funds for classroom instructional supplies
\$250.00 x 20 teachers

Cost: 5,000

- Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Scholastic Training for READ 180 and System 44
Included in proposal

Pearson
NovaNET Training 2 Onsite Days

Cost \$5,700

Teacher Compass
Professional Development for Principals and Teachers
Pearson
\$35.00 per individual assessed
\$875.00

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;

Collaboration time 90 minutes for teachers and administrators per week

\$52.50 per person x 25 teachers and staff

Cost \$52,500

Benefits: \$16,616.25

•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 Tier I and Tier II school to be served.

5 days x 25 x 210.00 per day =

Cost: \$26,250.00

Benefits: \$8,308.135 additional days for turnaround officer and school personnel

5 days x 5 staff members x 210.00 = 5,250

Benefits: 1,661.63

Travel Expenses for Training

5 days to workshops out of the district

\$150.00 per day x 5 days x 5 teachers and staff

\$3,750.00

•Establish schedules and implement strategies that provide increased learning time.

Add 20 minutes to school day

\$11.90 per day x 163 days x 25 teachers and staff = \$48,492.50

Benefits: \$15,347.88

Extended Day before and after school

10 people x 2 hours per day x 163 days x \$35.00

Cost: \$114,100

Benefits: \$36,112.65

Summer School and Summer Bridge Math Academy

12 people x 4 hours per day x 20 days x \$35.00

Cost \$33,600

Benefits: 10,634.40

Supplies for Extended Day Programs and Summer School

\$5,000

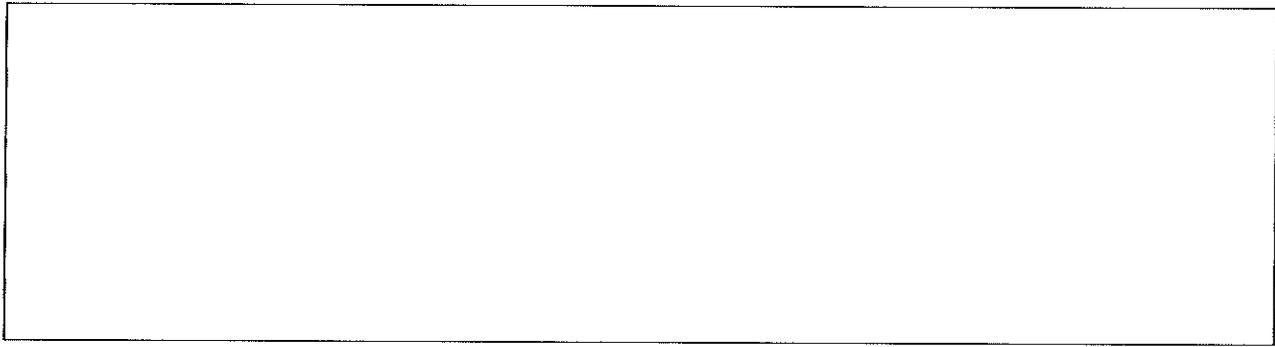
Provide ongoing mechanisms for family and community engagement

Family/Community Liaison

Gayla Johnson

\$9,720

\$3,076.38



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 Tier I and Tier II school to be served.

APPENDIX A

School Level Budget - Tier I or Tier II School

School Improvement Grant 1003(g)

General Instructions

Please be sure to save this Excel spreadsheet to your computer before you begin entering information.

For more information regarding the School Level Budget, please refer to the LEA Application Instructions in the LEA School Improvement Grant Application

The LEA must complete summary budget and justification pages for each eligible Tier I and Tier II school to be served in each year of the grant. Worksheets may be duplicated as needed. The budget pages must include all proposed expenditures designed to ensure effective implementation of the selected intervention model. In addition, the school level budget for each Tier I and Tier II school must include expenditures that align with the requirements of the grant: 1) Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities; 2) Provide at least 5 days of site based training and as well as a 5 day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and 3) 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.

Click on the tabs below to get to each page of the application. Some cells have help comments included. The cells with comments are identified with a red triangle in the top right corner of the cell. To see a comment just place the cursor over the cell and it will pop up. Pages included are:

Cover Page - Please complete with all data requested for accurate processing of the district's application.

Total Summary Budget - The amounts recorded on the Total Summary Budget page are the totals of all Summary Budget Pages for FY2011-2013.

School Summary Budget - **THIS PAGE IS REQUIRED TO BE COMPLETED FOR THREE FISCAL YEARS***. The School Summary Budget Page should include all school level activities necessary to fully and effectively implement all components of the selected intervention model.

Justification Page-School - **THIS PAGE IS REQUIRED TO BE COMPLETED FOR THREE FISCAL YEARS***. The School Justification Budget Pages should include a description all school level activities necessary to fully and effectively implement all components of the selected intervention model. Worksheets may be duplicated or expanded as needed.

Proposed Title IA Personnel - **THIS PAGE IS REQUIRED TO BE COMPLETED BY ALL TIER I AND TIER II SCHOOLS HIRING PERSONNEL**. List any school level employee to be paid in part or in full with 1003(g) funds. List job title for each funded position (one time) and provide a job description for each job title.

** Budgets for Tier I or Tier II school implementing the school closure model may be lower than the amount required for the other models and would typically cover only one year.*

**Site Level Budget
Tier I or Tier II School
School Improvement Grant 1003(g)**

Due: May 20, 2010

District	KIEFER PUBLIC SCHOOL	I018	County	19
		Code		Name
Address	4600 WEST 151ST STREET			KIEFER
	Mailing Address			Code
Phone	918-321-3421		Fax	74041
	Area Code and Number			City
				Zip (9-digit)
Application Contact	MARY MURRELL			918-321-3421 OR
	Type or Print Name			School Phone
	<u>mmurrell@kiefer.k12.ok.us</u>			918-606-2909
	E-mail Address			Summer Phone
School SIG Contact	MARY MURRELL	918-321-3421		<u>mmurrell@kiefer.k12.ok.us</u>
	Type or Print Name	Telephone		E-mail Address
Superintendent	MARY MURRELL	OR 918-606-2909		<u>mmurrell@kiefer.k12.ok.us</u>
	Type or Print Name			E-mail Address

Submission Guidelines:



Before proceeding:

- * Has the district engaged in comprehensive planning at all Tier I and Tier II schools to ensure effective implementation of the selected intervention model?
- * Have the appropriate groups participated in consultation and planning?
- * Budgets for Tier I and Tier II schools must include the requirements of the grant including 1) providing at least 90 minute of protected collaboration time each week for each teacher in Professional Learning Communities, 2) providing at least five days of site based training as well as a five day teacher academy or institute, and 3) providing additional training on the selected intervention model and process aligned to the selected intervention model for new teachers.

To be completed by the Oklahoma State Department of Education

Authorized SDE Staff

Date

Oklahoma State Department of Education
FY2011-2013
Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II School Total Summary Budget

Project Code: 537 Total Requested \$1,825,465.44 District: KIEFER I018 County: CREEK 19

Site: KIEFER HIGH SCHOOL 705 Tier I Tier II

Name: _____ Code: _____

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services	Subtotals
				Curriculum Development 2212	Staff Training 2213				
100	Salaries	1000	2120			2190	2240	2570	\$1,255,036.50
200	Benefits								\$397,219.05
300	Professional Services				\$11,250.00				\$11,250.00
400	Property Services								
500	Other Services								
600	Materials				\$19,725.00				\$19,725.00
700	Property								\$365,651.38
800	Other Objects								\$156,470.00
Subtotals					\$30,975.00				\$2,174,376.93
TOTAL BUDGET									\$2,205,351.93

Authorized Signature:  Date: June 9, 2010

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education FY2011

Title I Part A School Improvement Grant 1003(g) Tier I or Tier II School Summary Budget

Project Code: 537 FY2011 Requested \$841,854.60 District: KIEFER I018 County: CREEK 19

Site: KIEFER HIGH SCHOOL Tier I Tier II

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services	Subtotals
				Curriculum Development 2212	Staff Training 2213				
100	Salaries	1000	2120			2190	2240	2570	\$418,345.50
200	Benefits								\$132,406.35
300	Professional Services								\$6,575.00
400	Property Services								\$3,750.00
500	Other Services								
600	Materials								\$184,581.88
700	Property								\$156,470.00
800	Other Objects								
Subtotals		\$891,803.73			\$10,325.00				\$902,128.73
Authorized Signature: <i>Mary M...</i>									TOTAL BUDGET
Date: <i>June 9, 2010</i>									\$902,128.73

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

**Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II Site Level Budget Justification FY2011**

Project Code: **537**

Site: **KIEFER HIGH SCHOOL**

District: **KIEFER**

County/District Code **191018**

Function		Object	Name	Site Code	Name	Expenditure Description and Itemization	Position & Grade	FTE	Salary	Subtotals
1000		100	ELSA FOSTER	ELL	ELL INTERVENTIONIST		ELL INTERVENTIONIST	0.5	21,763	
			GAYLA JOHNSON		FAMILY/COMMUNITY LIAISON			0.22	9,720	
			GAYLE MCKENZIE		INTERVENTIONIST			0.22	9,720	
			TO BE DETERMINED		IN SCHOOL INTERVENTIONIST			1	43,950	
			BEFORE & AFTER SCHOOL PROGRAMS		10 TEACHERS X 326 HOURS X 35.00 HOUR				114,100	
			SUMMER SCHOOL		12 TEACHERS X 80 HOURS X 35.00 HOUR				33,600	
			COLLABORATION TIME		90 MINUTES PER WEEK X 25 TEACHERS X 36 WEEKS				52,500	\$285,353.00
1000		100			REWARDS FOR DEPARTMENT HEADS 750 X 4 TEACHERS			3,000		
					REWARDS FOR IMPROVING STUDENT ACHIEVEMENT 10 TEACHERS X 5,000				50,000	
					INCREASED LEARNING TIME 20 MINUTES PER DAY X 25 TEACHERS				48,492.50	\$101,492.50
1000		100			PROFESSIONAL DEVELOPMENT 5 DAYS X 25 X 210 PER DAY(26,250) + 5 days x 5 staff X 210 (5,250)				31,500	\$31,500.00
1000		1000			BENEFITS FOR ABOVE					\$132,406.35
1000		600			SCHOLASTIC LITERACY PROGRAM INCLUDING INSTALLATION AND PROFESSIONAL DEVELOPMENT					\$149,661.88
					PEARSON NOVANET COURSEWARE SUBSCRIPTION LICENSE					\$20,970.00
					ELLIS SOFTWARE					\$3,950.00
					SUPPLIES AND MATERIALS FOR EXTENDED DAY PROGRAMS AND SUMMER SCHOOL \$5,000					\$10,000.00
					CLASSROOM START-UP REWARDS \$250.00 X 20 = 5,000					
2213		500			TRAVEL FOR OUT OF DISTRICT PROFESSIONAL DEVELOPMENT 5 DAYS OUT OF DISTRICT X \$150.00 X 5 TEACHERS \$3,750					\$3,750.00
2213		300			PEARSON NOVANET & ELLIS TRAINING					\$5,700.00
					PEARSON TEACHER COMPASS \$35.00 PER ASSESSEE					\$875.00
1000		700			LAP TOP CARTS WITH LAP TOPS (10 CARTS WITH 20 LAP TOP COMPUTERS) 150,000					
					ELMO TT-02RX TEACHERS TOOL DOCUMENT CAMERA-1.39 MP CMOS SENSOR, 41.6 ZOOM, LED LIGHT, 30 FRAMES PER SECOND, REMOTE CONTROL \$894.00 X 5 = 4,470					\$132,452.00
					SOUND SYSTEM \$11,990 + INSTALLATION FOR ALL ABOVE 2,000					
					Site Total					\$878,110.73

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

List any additional codes & explanations here

Oklahoma State Department of Education FY2012

Title I Part A School Improvement Grant 1003(g) Tier I or Tier II Summary Budget

Project Code: **537** FY2012 Requested \$**13,905.42** District: **KIEFER** I018 County: **CREEK** 19 Code

Site: **KIEFER HIGH SCHOOL** Tier I Tier II

Object	Function	Instruction 1000	Guidance Services 2120	Improvement of Instruction		Parental Advisory Committee 2190	Academic Student Assessment 2240	Personnel (Staff) Services 2570	Subtotals
				Curriculum Development 2212	2210 Staff Training 2213				
100	Salaries	\$418,345.50							\$418,345.50
200	Benefits	\$132,406.35							\$132,406.35
300	Professional Services								\$6,575.00
400	Property Services								\$3,750.00
500	Other Services								\$90,534.75
600	Materials								
700	Property								
800	Other Objects								
Subtotals		\$641,286.60			\$10,325.00				\$651,611.60
TOTAL BUDGET									\$651,611.60

Authorized Signature: Date: June 9, 2010

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education
FY2013
Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II School Summary Budget

Project Code: **537** FY2013 Requested **\$513,905.42** District: **KIEFER** I018 County: **CREEK** 19
 Name Code Name Code

Site: **KIEFER HIGH SCHOOL** 705 Tier I Tier II

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services	Subtotals
				Curriculum Development 2212	Staff Training 2213				
100	Salaries	1000	2120			2190	2240	2570	\$418,345.50
200	Benefits								\$132,406.35
300	Professional Services								\$6,575.00
400	Property Services								\$3,750.00
500	Other Services								\$90,534.75
600	Materials								
700	Property								
800	Other Objects								
Subtotals		\$641,286.60			\$10,325.00				\$651,611.60
TOTAL BUDGET									\$651,611.60

Authorized Signature: *Mary M. ...* Date: *June 9, 2010*

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. **Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.** **No reimbursement requests will be processed until after the LEA's budget has been approved.**

**Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II Site Level Budget Justification FY2013**

Project Code: **537** Site: **KIEFER HIGH SCHOOL 705** District: **KIEFER** County/District Code: **19/1018**

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)		Name	Site Code	Name	Expenditure Description and Itemization		Subtotals	
Function	Object	Name	Position & Grade	FTE	Salary			
1000	100	ELSA FOSTER	ELL INTERVENTIONIST	0.5	21,763			
		GAYLA JOHNSON	FAMILY/COMMUNITY LIAISON	0.22	9,720			
		GAYLE MCKENZIE	INTERVENTIONIST	0.22	9,720			
		TO BE DETERMINED	INTERVENTIONIST	1	43,950			
		EXTENDED DAY PROGRAMS	10 TEACHERS X 326 HOURS X 35 HOUR		114,100			
		SUMMER SCHOOL	12 TEACHERS X 80 HOURS X 36 PER HOUR		33,600			
		COLLABORATION TIME	90 MIN PER WEEK X 21 TEACHERS X 36		52,500		\$285,353.00	
1000	100		REWARDS FOR DEPARTMENT HEADS 750 X 4 TEACHERS	3,000				
1000	100		REWARDS FOR IMPROVING STUDENT ACHIEVEMENT 10 TEACHERS X 5,000	50,000				
1000	100		INCREASED LEARNING TIME 20 MINUTES PER DAY X 25 TEACHERS	48,492.50				
1000	100		PROFESSIONAL DEV 5 DAYS X 25 X 210 (26,250) + 5 DAYS X 5 STAFF X 210 (5,250)	31,500			\$101,492.50	
1000	1000		BENEFITS FOR ABOVE				\$31,500.00	
1000	600		Itemize all projected purchases for Materials				\$132,406.35	
			SCHOLASTIC READING INTERVENTION PROGRAMS				\$59,864.75	
			PEARSON NOVANET COURSEWARE SUBSCRIPTION LICENSE				\$20,970.00	
			ELLIS SOFTWARE				\$3,950.00	
			SUPPLIES AND MATERIALS FOR EXTENDED DAY PROGRAMS AND SUMMER SCHOOL & CLASSROOM INCENTIVES				\$5,750.00	
2213	500		Itemize Staff Training					
			TRAVEL FOR OUT OF DISTRICT PROFESSIONAL DEV 5 DAYS X 4 TEACHERS X 150.00	3,750			\$3,750.00	
2213	300		PEARSON NOVANET & ELLIS TRAINING	5,700			\$6,575.00	
			PEARSON TEACHER COMPASS \$35.00 PER ASSESSEE X 25	875.00				
			List any additional codes & explanations here					
							Site Total	\$651,611.60

Proposed 1003(g) Personnel - Tier I or Tier II School

List any school level employee to be paid in part or in full (salary only) with 1003(g) funds. Provide ALL information requested below. For positions that will not be filled until a later date, enter "TBF" in the first column. (Use additional pages as needed.) As positions are filled, an updated Personnel Page(s) must be submitted to the SDE Federal Programs office for verification. All personnel MUST be highly qualified.

Duplicate pages as needed.

Name	Job Code	Subject Code	Site Code	Grade Level	OCAS Function/Object	1003(g) Salary		Other Salary Amounts	Total Salary
						FTE	Salary		
<i>Example</i>	210	1139	105	K-4	1000	100	\$18,230.00	\$18,230.00	\$36,460.00
ELSA FOSTER	210	4000	705	9-12	1000	100	\$21,763.00		\$21,763.00
GAYLA JOHNSON	210			9-12	1000	100	\$9,720.00		\$9,720.00
GAYLE MCKENZIE	210	4000	705	9-12	1000	100	\$8,820.00		\$8,820.00
TO BE DET	210	4400	705	9-12	1000	100	\$43,950.00		\$43,950.00
TAMMIE HIXON	210	4000	705	9-12	1000	100	\$50,000.00		\$50,000.00

Job Description(s) for Title IA Funded Personnel

Provide rationale as to Title I services being provided under each job title.

Job Title: INTERVENTIONIST
IN SCHOOL INTERVENTION
Job Title: FAMILY/COMMUNITY LIAISON
BUILD FAMILY COMMUNITY INVOLVEMENT
Job Title: INTERVENTIONIST
LANGUAGE ARTS INTERVENTION
Job Title: PROJECT MANAGER/TURNAROUND OFFICER
OVERSEE PROJECT REQUIREMENTS AND INTERVENTION

LEA Budget
Includes Activities at Eligible Tier III Schools
School Improvement Grant 1003(g)

Due: May 20, 2010

District	KIEFER PUBLIC SCHOOLS	I018	County	CREEK	19
	Name	Code		Name	Code
Address	4600 WEST 151ST STREET SOUTH			KIEFER	74041-0850
	Mailing Address			City	Zip (9-digit)
Phone	918-321-3421 OR 918-606-2909		Fax	918-321-5216	
	Area Code and Number			Area Code and Number	
Application Contact	MARY MURRELL			918-321-3421	
	Type or Print Name			School Phone	
	mmurrell@kiefer.k12.ok.us			918-606-2909	
	E-mail Address			Summer Phone	
School SIG Contact	TAMMIE HIXON	918-321-5444		thixon@kiefer.k12.ok.us	
	Type or Print Name	Telephone		E-mail Address	
Superintendent	MARY MURRELL			mmurrell@kiefer.k12.ok.us	
	Type or Print Name			E-mail Address	

Submission Guidelines:



Before proceeding:

- * Has the district engaged in comprehensive planning at all Tier III schools to ensure effective implementation/integration of selected school improvement activities?
- * Have the appropriate groups participated in consultation and planning?
- * Has the LEA planned and budgeted for the required LEA activities including establishing a Turnaround Office or Officer(s) and providing oversight and monitoring of the implementation of the selected intervention models at all Tier I and Tier II schools to be served?

To be completed by the Oklahoma State Department of Education	
Authorized SDE Staff	Date

Oklahoma State Department of Education
FY2011-2013
Title I Part A School Improvement Grant 1003(g)
Total LEA Summary Budget for all LEA Activities and Funds Requested for Tier I and Tier II Schools

Project Code: **537** Total Requested **\$186,975.00** District: **KIEFER** 1018 County: **CREEK** 19
 Name _____ Code _____ Name _____ Code _____

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services				Subtotals	
				Curriculum Development 2212	Staff Training 2213								
100	Salaries	1000	2120			2190	2240	2570					\$150,000.00
200	Benefits												\$36,975.00
300	Professional Services	\$36,975.00											
400	Property Services												
500	Other Services												
600	Materials												
700	Property												
800	Other Objects												
Subtotals		\$186,975.00											\$186,975.00

Authorized Signature: *Mary M. [Signature]*

Date: *May 30, 2010*

TOTAL BUDGET

\$186,975.00

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.
 Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.
 No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education
FY2011
Title I Part A School Improvement Grant 1003(g)
LEA Summary Budget

Project Code: **537** FY2011 Requested **\$62,325.00** District: **KIEFER** I018 County: **CREEK** 19

Name _____ Code _____ Name _____ Code _____

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services				Subtotals	
				2210 Curriculum Development	2213 Staff Training								
100	Salaries	1000	2120			2190	2240	2570					\$50,000.00
200	Benefits												\$12,325.00
300	Professional Services	\$12,325.00											
400	Property Services												
500	Other Services												
600	Materials												
700	Property												
800	Other Objects												
Subtotals		\$62,325.00											\$62,325.00

Authorized Signature: *Mary Munnell* Date: *May 20, 2010* TOTAL BUDGET \$62,325.00

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2011

Project Code: 537 District: KIEFER PUBLIC SCHOOLS

Name

191018

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

Function	Object	Name	Expenditure Description and Itemization	Position & Grade	FTE	Salary	Subtotals	
1000	100	TAMMIE HIXON		PROJECT MANAGER/TURNAROUND	1	50,000		
1000	200						\$50,000.00	
1000	300			Professional Services				
1000	600			Itemize all projected purchases for Materials				
2213	100			Itemize Staff Training				
List any additional codes & explanations here								
Site Total								\$62,325.00

Oklahoma State Department of Education
FY2012
Title I Part A School Improvement Grant 1003(g)
LEA Summary Budget

Project Code: 537 FY2012 Requested \$62,325.00 District: KIEPFR 1018 County: CREEK 19

Name _____ Code _____ Name _____ Code _____

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services			Subtotals
				Curriculum Development 2212	Staff Training 2213						
100	Salaries	1000	2120			2190	2240	2570			\$50,000.00
200	Benefits										\$50,000.00
300	Professional Services	\$12,325.00									\$12,325.00
400	Property Services										
500	Other Services										
600	Materials										
700	Property										
800	Other Objects										
Subtotals		\$62,325.00									\$62,325.00

Authorized Signature: *Mary Russell* Date: *Mary Russell* TOTAL BUDGET \$62,325.00

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education
FY2013
Title I Part A School Improvement Grant 1003(g)
LEA Summary Budget

Project Code: 537 FY2013 Requested \$62,325.00 District: KIEFER 1018 COUNTY CREEK 19
 Name Code Name Code

Object	Function	Instruction	Guidance Services	Improvement of Instruction		Parental Advisory Committee	Academic Student Assessment	Personnel (Staff) Services			Subtotals
				Curriculum Development 2212	Staff Training 2213						
100	Salaries	1000	2120			2190	2240	2570			
200	Benefits	\$50,000.00									\$50,000.00
300	Professional Services	\$12,325.00									\$12,325.00
400	Property Services										
500	Other Services										
600	Materials										
700	Property										
800	Other Objects										
Subtotals		\$62,325.00									\$62,325.00

Authorized Signature: *Mary D. Vincent* Date: *May 20, 2010* TOTAL BUDGET \$62,325.00

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities. Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds. No reimbursement requests will be processed until after the LEA's budget has been approved.

**Title I Part A School Improvement Grant 1003(g)
LEA Justification Page SY2012-2013**

Project Code: 537 District: KIEFFER Name: _____

19I018

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

County/District Code

Function	Object	Name	Position & Grade	FTE	Salary	Subtotals
1000	100	TAMMIE HIXON	PROJECT MANAGER/TURNAROUND	1	50,000	
1000	200		Benefits			\$50,000.00
1000	300		Professional Services			\$12,325.00
1000	600		Itemize all projected purchases for Materials			
2213	100		Itemize Staff Training			
List any additional codes & explanations here						

Site Total

\$62,325.00

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, 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, in accordance with paragraph 2, 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:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(c) Tier III schools: A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

2. 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 Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) 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;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) 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;

(iv) 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;

(v) 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;

(vi) 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;

(vii) 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;

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

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) 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).

(b) 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.

(c) 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.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

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

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

(1) 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

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

(C) 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;

(D) 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

(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 a transformation school.

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

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

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

(C) 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.

(2) 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.

(i) Required activities. The LEA must--

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

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

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

(A) 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;

(B) 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;

(C) 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

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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

(B) 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).

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

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

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

3. Definitions.

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.

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) 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--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

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

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II 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.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

6. If an SEA does not seek a waiver under section I.B.2, 3, 4, or 5, an LEA may seek a waiver.

APPENDIX B

RESOURCES FOR GRANT APPLICATIONS

Additional information related to the 1003(g) School Improvement Grant may be found at the following Web sites:

United States Department of Education

<http://www2.ed.gov/programs/sif/index.html>

Center for Comprehensive School Reform and Improvement

http://www.centerforsri.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/vwc/>

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.

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 to no policy change to enable schools to implement the selected intervention model. 	<ul style="list-style-type: none"> The LEA has provided some policy change to enable schools to implement interventions. 	<ul style="list-style-type: none"> The LEA has provided 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.

LEA Application for Tier III Schools

Level I	Level II	Level III

<ul style="list-style-type: none"> The LEA has addressed few or none of the requirements of the Tier III application. 	<ul style="list-style-type: none"> The LEA has addressed most of the Tier III application requirements. 	<ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the Tier III application requirements.
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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 Action Plan

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. 	<ul style="list-style-type: none"> Most of the required budget criteria have been adequately addressed. 	<ul style="list-style-type: none"> All required budget criteria have been adequately addressed.

<ul style="list-style-type: none"> • Few or none of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has not sufficiently funded the required components of the chosen intervention model. 	<ul style="list-style-type: none"> • Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • 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. 	<ul style="list-style-type: none"> • All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • 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.
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** Note that Summary Budget Pages and Justification Pages for the LEA and Tier I and Tier II schools will be reviewed by the Title I Office for accuracy.*

Extended Learning Opportunities

2009-10	1ST HOUR 8:15-9:05 2ND HOUR 9:10-10:00 3RD HOUR 10:05-10:55 4TH HOUR 11:00-11:45 LUNCH 11:50-12:20 5TH HOUR 12:25-1:20 6TH HOUR 1:25-2:15 7TH HOUR 2:20-3:15
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BEFORE SCHOOL
ENRICHMENT
& INTERVENTION

AFTER SCHOOL
ENRICHMENT &
INTERVENTION

2010-2011	1ST HOUR 8:05-8:55 2ND HOUR 9:00-9:50 3RD HOUR 9:55-10:45 4TH HOUR 10:50-11:30 RENAISSANCE LUNCH 11:35-12:05 5TH HOUR 12:10-12:35 6TH HOUR 12:40-1:30 7TH HOUR 1:35-2:25 8TH HOUR 2:30-3:20 9TH HOUR 3:25-4:25
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COLLABORATION TIME

Teachers are required to schedule collaboration time during the week during their planning period or before and after school to diagnose strengths and weaknesses of lesson delivery, to analyze individual student progress and to develop plans to meet the needs of individual students.

90 minutes of collaboration time is required per week. 45 minutes is scheduled each week on Wednesday after school. The remaining 45 minutes will be completed either before or after school or during planning periods during which data will be analyzed with the turnaround officer.

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG TRANSFORMATION PROJECT]

PROJECT ACTIVITIES	POSITION RESPONSIBLE	OTHER STAFF REQUIRED	DATE TO BE COMPLETED
YEAR ONE			
Identify Kiefer High School SIG Transformation Turnaround officer	School Improvement Planning Committee	N/A	Within two weeks of award of School Improvement Grant funding (SIG).
Recruit Turnaround Officer	School Improvement Planning Committee	N/A	Within 45 days of award of SIG.
Report required district and school metrics to the OSDE in accordance with SIG grant requirements.	Superintendent	District Staff	Within 60 days of award of SIG.
Requisition budgeted items.	Turnaround officer	N/A	July 1, 2010
Orient principal to Kiefer High School SIG Transformation Project.	Superintendent	Superintendent	August 1, 2010
Orient teachers to Kiefer High School SIG Transformation Project	Principal	Superintendent Turnaround Officer	August 10, 2010
Conduct leadership training for principals and administrators.	Pearson	Superintendent Turnaround Officer	August 2, 2010
Train teachers, turnaround officer, and administrators on NovaNet use, System 44, Read 180 and Expert 21	Turnaround officer	Professional development contractor (Pearson) (Scholastic)	August 4-6, 2010
Begin Teacher Compass professional development training for teachers and administrators	Turnaround officer	Professional development contractor (Pearson), Superintendent, Principals, Teachers	10 days before school opens
School opens for students	N/A	N/A	

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG TRANSFORMATION PROJECT]

Initiate new programs Extended Instructional Time Schedule, Intervention, Before and After School Intervention, In School Intervention, ELL remediation, Drop Out Intervention and Credit Recovery	Principal	Teachers Interventionists Turnaround Officer Parent/Community Liaison	Within 30 days of school opening
Assess entering ninth- grade students and other at-risk students with BASI assessment embedded in instructional software	Turnaround officer	Core classroom teachers	Within 10 days of school opening
Identify students needing remediation, credit recovery, or other enrollment in instructional software and begin enrollment in online courses.	Turnaround officer	Core classroom teachers	Within 10 days of school opening and ongoing
Continuously monitor student progress and achievement levels in instructional courseware	Turnaround officer	Core classroom teachers	Ongoing
Inform parents of student progress; send home student progress reports monthly.	Turnaround officer	Core classroom teachers	Ongoing
Implement early- warning system to identify students at risk of failing to achieve high standards or graduate	Principal	Turnaround and teachers	First two weeks of school and ongoing
Implement summer transition program freshman academy for students transitioning from middle school to high	Superintendent	Principal and teachers	June, 2011

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG TRANSFORMATION PROJECT]

school			
Implement family involvement activities	Principal and Parental/Community Liaison	Core classroom teachers, Teacher-Mentor	Enrollment and ongoing
Implement/announce teacher incentive program	Principal	Superintendent	Within 10 days of school opening
Implement/announce extended learning time program (Extended learning day, summer programs, etc.)	Principal	Teachers	Enrollment
Conduct annual student assessment with standardized tests	Turnaround officer Teachers	Testing contractor	April and May 2011
Assess improvement of Kiefer High School SIG Transformation Project based on students achieving proficiency	Superintendent	District staff	Within 30 days of receipt of standardized test results
Include other professional development as provided in the Kiefer High School SIG Transformation Project	Superintendent	Principals, contractors	Ongoing
Inform parents of student progress; send home student progress reports monthly.	Turnaround officer Parental /Community Liaison	Core classroom teachers	Ongoing
Assess Project efficacy and modify as needed	School Improvement Planning Committee	Superintendent, Turnaround officer, district staff, principals, teachers, parents, community members	End of 2010-2011 school year
Report required district and school metrics to the OSDE in accordance with SIG grant requirements.	Superintendent	District Staff	Within 60 days of end of 2010-2011 school year

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG TRANSFORMATION PROJECT]

Year 2			
Orient new teachers to Kiefer High School SIG Transformation Project	Turnaround officer	Superintendent	August 10, 2011
Conduct leadership training for principal and administrators	Pearson	Leadership training contractor, Superintendent	August 20, 2011
Assess entering ninth-grade students and other at-risk students with BASI assessment embedded in instructional software.	Turnaround officer	Core classroom teachers	Within 10 days of school opening
Identify students needing remediation, credit recovery, or other enrollment in instructional software and begin enrollment in online courses.	Turnaround officer	Core classroom teachers	Within 10 days of school opening and ongoing
Continuously monitor student progress and achievement levels in instructional courseware	Turnaround officer	Core classroom teachers	Ongoing
Inform parents of student progress; send home student progress reports monthly.	Turnaround officer Parental /Community Liaison	Core classroom teachers	Ongoing
Begin Sheltered Instruction Observation Protocol (SIOP) Professional development training for new teachers and administrators	Turnaround officer	Professional development contractor (Pearson), Superintendent, Principals	10 days before school opens
Conduct annual student assessment with standardized tests	Teachers	Testing contractor	2012
Assess improvement of Kiefer High School SIG Transformation	Superintendent	District staff	Within 30 days of receipt of

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG TRANSFORMATION PROJECT]

Project			standardized test results
Assess Kiefer High School SIG Transformation Project efficacy and modify as needed.	School Improvement Planning Committee	Superintendent, Turnaround officer, district staff, principals and teachers	End of 2011-2012 school year
Report required district and school metrics to the OSDE in accordance with SIG grant requirements	Superintendent	District Staff	Within 60 days of end of 2010-2011 school year
Year 3			
Conduct annual student assessment with standardized test	Teachers	Testing contractor	2013
Assess entering ninth-grade students and other at-risk students with BASI assessment embedded in instructional software.	Turnaround officer	Core classroom teachers	Within 10 days of school opening
Identify students needing remediation, credit recovery, or other enrollment in instructional software and begin enrollment in online courses.	Turnaround officer	Core classroom teachers	Ongoing
Continuously monitor student progress and achievement levels in instructional courseware	Turnaround officer	Core classroom teachers	Ongoing
Inform parents of student progress and achievement levels in instructional courseware and send progress reports home.	Turnaround officer Parent/Community Liaison	Core classroom teachers	Ongoing
Assess improvement of Kiefer High School SIG Transformation Project based on percent of students	Superintendent	District staff	Within 30 days of receipt of standardized test results

May 15, 2010

[TIMELINE FOR KIEFER HIGH SCHOOL SIG
TRANSFORMATION PROJECT]

achieving proficiency.			
Assess Kiefer High School SIG Transformation Project efficacy and modify as needed.	School Improving Planning Committee	Superintendent, Turnaround officer, district staff, principals and teachers	End of 2012-2013 school year
Report required district and school metrics to the OSDE in accordance with SIG grant requirements	Superintendent	District staff	Within 60 days of end of 2012-2013 school year
Implement School Improvement continuation plan	School Improvement Planning Committee	Superintendent, district staff, principals and teachers	Before closeout of School Improvement Grant.



Implementation Plan

Kiefer Public Schools

2010/2011

**By:
Sherry Evers, Account Executive
and Implementation Consultant**

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Kiefer Public Schools Implementation Plan

Implementation Plan Summary

The Scholastic Central Region is committed to ensuring the success of *READ 180* schools, teachers, and students in Kiefer Public Schools. In an effort to define roles and responsibilities of both partners, the Implementation Plan summarizes the tasks that are critical to a successful implementation including Communication, Materials Planning, Technology, Training & Professional Development, Instruction, Assessment & Evaluation, and In-Classroom Support.

To assure a smooth implementation and start-up, Scholastic has developed a comprehensive plan for the 2010-2011 school year. There are four phases to *READ 180* Implementation:

1. Planning Phase
2. Start-Up Phase
3. In-Classroom Phase
4. Results Phase

The goal for 2010-2011 school year is to have every school be prepared, set up, and to complete the In-Classroom Phase to ensure results. For more specific actions for new sites, please see the Implementation Calendar on page 10.

Evaluation should be both formative and summative and occur throughout the implementation. There are three checkpoints during the year when Scholastic recommends quarterly reporting, including an interim implementation audit and mid-year review of implementation and Scholastic Reading Inventory (SRI) results. Scholastic recommends that Kiefer Public Schools convene a *READ 180* Results Steering Committee to meet quarterly to review *READ 180* reports and data analysis. The Results Phase should focus on a summative evaluation of the program and student achievement using pre- and posttest data.

Implementation Phases

To assure a smooth implementation and start-up, Scholastic's comprehensive Implementation Plan for the 2010-2011 school year lays out the steps within the Planning Phase, Start-up Phase, In-Classroom Phase, and Results Phase.

Below are 18 key steps for implementation across each phase that can be used as the basis of a plan and checklist for site implementation. We recommend that each school receiving *READ 180* for the first time be given this outline as part of training.

Vision

Scholastic understands that improving reading achievement for struggling readers is a significant and important undertaking. We believe it is important to work with our district partners to support you as you articulate your vision and goals with the leadership team, principals, teaching staff, and students as necessary. This vision will help drive the nuts and bolts of a successful implementation.

Planning Phase

A critical step of the Planning Phase is assuring that the necessary materials, equipment, dates, and personnel are in place *before* implementation occurs.

1. Determine the number of Schools, Classrooms, and Teachers.
2. Integrate *READ 180* within the Master Schedules to provide 90 minutes daily of uninterrupted class time.
3. Schedule Technology Audits and select Technology Support Plan.
4. Order *READ 180* and secure appropriate technology needs and materials.
5. Select *READ 180* teachers.
6. Schedule Training and Professional Development.

Start-Up Phase (2-4 weeks)

The Start-Up Phase should be around or close to the start of the school calendar or no more than four weeks before the proposed implementation date.

7. Install the *READ 180* Technology.
8. Attend Scholastic Training and Professional Development.
9. Set up *READ 180* classrooms.

In-Classroom Phase (32-34 weeks)

The *READ 180* Teaching Materials and reports provide content and direction for teachers to teach and differentiate instruction within the program.

10. Teach students using *READ 180* Materials and classroom instructional model.
11. Administer the Scholastic Reading Inventory (SRI) 3-4 times per year.
12. Attend Scholastic Training and Professional Development.

Results Phase (4-6 weeks)

Evaluation is an ongoing element of a *READ 180* Implementation Plan. At the end of the year it is recommended that the evaluation include: Total Implementation, Student Results, and Next Steps.

13. Analyze Student and Implementation Data to report results.
14. Consider student exit criteria and identify students for next year.
15. Secure materials and reorder missing or damaged materials.
16. Enroll in *READ 180* Summer Institute and schedule Professional Development for teachers.
17. Schedule a meeting for district stakeholders, including Technology, Curriculum, Instruction, and Research.
18. Determine the number of Schools, Classrooms, and Teachers for the following year.

2010-2011 *READ 180* Implementation Metrics

Tracking Implementation success includes knowing where and by whom the *READ 180* program is being used. Kiefer Public Schools and Scholastic will work together to report against the following metrics:

Schools

- Number of Schools with *READ 180* = Buildings
- Number of Elementary Schools with *READ 180* = Buildings
- Number of Middle Schools with *READ 180* = Buildings
- Number of High Schools with *READ 180* = Buildings
- Number of Alternative Education Centers with *READ 180* = Building

As a *READ 180* Partner, Scholastic agrees:

Communication

- To collaborate and plan with a district *READ 180* Coordinator to coordinate Implementation planning and execution.
- To maintain an informative and helpful Website (www.READ180.com) for *READ 180* teachers and administrators that includes an area where questions can be posted and answered by an expert *READ 180* teacher.
- To provide parent communication letters to be used by *READ 180* teachers.

Materials

- To ship all materials to designated district or school contacts and addresses.

Technology

- To conduct an analysis of existing hardware and peripherals to assure that the recommended specifications are available at each site by telephone.
- To provide technology staff with one day of Scholastic Certified Technical Training.
- To provide expert technical support and advice:
 - One Year, Unlimited Toll-Free Access to 1-800-927-0189
 - Unlimited Email Support at techsupport@scholastic.com
 - Unlimited WebChat Support through www.READ180.com
 - Online searchable knowledge base
 - On-site Technical Support as needed

Training and Professional Development

- To provide district and campus level administrators with *READ 180* Leadership Training.
- To provide one day of Implementation Training for teachers.
- To provide one day of Follow-Up Training for teachers.
- To provide a portal for Kiefer Public Schools to Scholastic Red Online Professional Development for *READ 180* teacher and principals to access the course, *READ 180: Best Practices for Reading Intervention*
- To provide opportunities for on-going professional development and support through *READ 180* Professional Development Seminars (fee-based).

Instruction

- To provide *READ 180* instructional materials for students in all secondary schools.
- To suggest criteria for selecting effective teachers for the *READ 180* classrooms.

Assessment and Evaluation

- To provide Scholastic Reading Inventory computer-adaptive assessment instrument for use by all *READ 180* schools.
- To review student data from Kiefer Public Schools *READ 180* classrooms and provide recommendations for improved results.

In-Classroom Support

- To conduct an Implementation Check of each classroom by telephone or email within the 2-4 weeks following training to assess program set-up, enrollment, and use of licenses.
- To provide Classroom Visits as needed to Kiefer Public Schools *READ 180* teachers (fee-based).

As a *READ 180* Partner, Kiefer Public Schools agrees:

Communication

- To designate a *READ 180* Coordinator at the District/School level.

Materials

- To provide a list of all designated school contacts and addresses for delivery.

Technology

- To collaborate with Scholastic to complete technical audits.
- To provide computers (and appropriate electricity) in *READ 180* classrooms linked to a school network and servers that meet *READ 180* technical specifications.
- To ensure all technicians can attend scheduled Technical Training.
- To provide computer tables, headphones, microphones, and CD players with headphones for *READ 180* classrooms.
- To have District Technicians accessible to Scholastic Technical Service Managers during all remote and on-site technical service work.
- To install *READ 180* Software on a classroom, school, or district network in all designated buildings.

Training and Professional Development

- To ensure all principals can attend scheduled trainings.
- To ensure all teachers can attend scheduled trainings.
- To provide a time and place for Administrative Leadership Training, Implementation Trainings and cadre meetings.
- To provide *READ 180* teachers' opportunities for ongoing professional development and support with Scholastic RED and the *READ 180* Seminars (fee-based).

Instruction

- To commit to 90 minutes of instruction and 15-21 students in a class in accordance with the *READ 180* instructional model.
- To select *READ 180* teachers based on the recommended criteria.

Assessment and Evaluation

- To administer Scholastic Reading Inventory a minimum of three times each year to every student in *READ 180*.
- To provide Scholastic with access to student data from SRI and *READ 180* to support recommendations to improve student achievement.

In-Classroom Support

- To visit and observe all *READ 180* classrooms to support and monitor the program (fee-based).

Training & Professional Development Outline

Scholastic offers a comprehensive professional development program that is designed to support *READ 180* and to improve reading instruction, by helping teachers be successful and to foster and sustain best teaching practices in the *READ 180* classroom throughout Kiefer Public Schools.

Scholastic will assist the Kiefer Public Schools Instructional Support team in developing a comprehensive, ongoing implementation and professional development plan. The professional development plan will involve two types of support – Implementation and Ongoing. Both types are supported by facilitated training and ongoing technical assistance from Scholastic's consultants.

	Implementation	Ongoing
In-Person	READ 180 Implementation Trainings	READ 180 Classroom Visits/Coaching READ 180 Seminar Series
Facilitated Online Learning	READ 180 Best Practices for Reading Implementation	Scholastic Red Facilitated Online Reading Courses

Implementation Training involves two days of carefully designed in-person training to assist teachers, reading and literacy specialists on how to implement the *READ 180* Instructional Model, teach research-based practices for daily reading, writing, and vocabulary instruction. Training will involve strategies to manage the classroom effectively and use report data to monitor progress and individualize instruction. Both days provide a combination of information and interactive activities designed to provide instructional strategies, hands-on experience, and practical suggestions for using *READ 180* with confidence. All teachers will receive invaluable resources as core tools for the in-person *READ 180* implementation trainings.

Implementation Training Day 1

Objectives

- Understand the *READ 180* Instructional Model.
- Deliver Whole-Group Instruction to Build Skills and Meet Standards.
- Practice Strategies for Small-Group Differentiated Instruction.
- Setup and Maintain an Independent and Modeled Reading Program.
- Create the Physical and Effective Classroom Community of Learners.
- Maximize the *READ 180* Software.

Follow-up Implementation Training Day 2

Objectives

- Reflect on experiences to date.
- Review Classroom Management and Goal Setting.
- Practice Modeled and Independent Reading.
- Troubleshoot and learn advanced technology.
- Use Data to Inform Instruction.

The Ongoing Professional Development support begins with an online, and in-person professional development course designed to instruct, reinforce, and provide optimal approaches to managing the *READ 180* classroom.

This course begins with a focus on understanding the failure cycle that the struggling reader experiences, and learning how to use *READ 180* as a motivator to stop that cycle. The course includes information on how to get started and manage a *READ 180* classroom, as well video modeling of research-based teaching techniques, guidelines for using the Software, and instruction on how to use *READ 180* assessment tools to differentiate instruction. Throughout this course, teachers will learn how to use *READ 180* materials to provide systematic, explicit instruction in phonics, fluency, vocabulary, comprehension, and writing to meet state standards and to raise student achievement in reading. Teachers will receive all the resources they need to apply modeled strategies in their classrooms right away.

Course Outline:

Course Introduction

Session 1 - Keynote: Dr. Ted Hasselbring - describes what to expect in the course and how *READ 180* addresses the needs of struggling readers.

Getting Started with *READ 180*

Session 2 - discusses how to motivate your students and help them avoid the cycle of failure. It also discusses how to group, teach, and assess students using the *READ 180* Instructional Model.

Whole- and Small-Group Instruction: The Five Elements of Reading

Session 3 - acquaints you with the essential elements of reading and discusses how to teach them during Whole- and Small-Group Instruction.

Whole- and Small-Group Instruction: Writing and Grammar

Session 4 - explains how to teach and assess process-based writing.

READ 180 Topic Software

Session 5 - shows how to maximize the benefits of the *READ 180* Software to increase your students' success.

Modeled and Independent Reading

Session 6 - explains how to match students to leveled, age-appropriate books and hold them accountable for their reading.

Assessing, Reporting, and Data-Driven Instruction

Session 7 - focuses on how to analyze *READ 180* data to guide instruction, grouping, and grading in addition to informing parents and administrators of student progress.

The second phase of Ongoing Professional Development Support involves half-day seminars that combine a research foundation with interactive activities designed to take teachers to the next level of success with *READ 180*. These seminars present the content knowledge and skills that teachers will develop through completion of the series.

READ 180 Professional Development Seminars Topics (fee-based):

Decoding Strategies for *READ 180* Students

- To distinguish early decoding skills and strategies from advanced decoding.
- To analyze *READ 180* reports to help plan individualized and small-group decoding instruction.
- To explore how *READ 180* Software, Audiobooks, and teacher-directed instruction help students develop fluency.

Developing Independent Readers in the *READ 180* Classroom

- To learn how to motivate students to develop skill and preference in choosing Paperbacks and Audiobooks.
- To identify strategies to manage and support your developing independent readers.
- To assess student reading success during and after Modeled and Independent Reading.

Motivating the *READ 180* Student

- To develop a deeper understanding of the research on motivation as it relates to the struggling reader.
- To refine current classroom practices and the learning environment to ensure students are engaged and accountable for their own growth.
- To develop a plan for incorporating motivational activities into the *READ 180* classroom.

Strategic Comprehension and Vocabulary Instruction in *READ 180*

- To learn before, during, and after reading strategies for teaching comprehension and vocabulary.
- To recognize the relationship between vocabulary and comprehension.
- To learn guidelines for effective vocabulary instruction.

Test-Taking Strategies for the *READ 180* Classroom

- To develop a plan to provide regular practice of test-taking strategies for SRI and standardized tests, as well as content-course tests.
- To practice key test-taking strategies to help students achieve higher test scores.
- To examine and practice strategies that will help students respond to writing prompts successfully.

Using *READ 180* Data to Differentiate Instruction

- To establish working definitions of data and differentiated instruction.
- To enhance understanding of the role of assessment and instruction in *READ 180*.
- To practice making instructional decisions using key reports.

Using SRI and the Lexile Framework® Effectively with *READ 180*

- To confirm and deepen your understanding of the Lexile Framework.
- To acquire new and practical strategies for pre- and post-administration of SRI.
- To learn how to use SRI reports to differentiate instruction and to create conferencing opportunities to increase student motivation.

Writing in the Service of Reading for the *READ 180* Classroom

- To practice using *READ 180* materials to facilitate writing instruction in whole and small groups.
- To gain a deeper understanding of how to support the writing process in *READ 180*.
- To learn to use assessment, conferencing, and *READ 180* reports as scaffolded tools for writing instruction.

READ 180 Classroom Visits and Coaching Services, **fee-based**, are the third phase of on-going professional development. Both services are conducted by Scholastic's consultants. *READ 180* Classroom Visits are designed to gather informal data and information on the implementation level and instruction of the *READ 180* classrooms. Scholastic will communicate classroom teacher concerns, comments and questions as related to the implementation and instruction of *READ 180*, provide specific suggestions and recommendations to the *READ 180* classroom teacher, identify possible needs for coaching services and/or additional professional development. The consultant will provide the district with a District *READ 180* Implementation Report. The *READ 180* Implementation Report is designed to communicate:

- The current implementation level of the *READ 180* program
- Participation opportunity of students in all aspects of the *READ 180* program
- Participation in all components of the *READ 180* program
- Improvements the district or school can make to support the *READ 180* teacher
- Additional professional development necessary to support *READ 180* implementation and instructional
- Relationship between quality implementation and student outcomes

The *READ 180* Implementation Report includes informal data from the Classroom Visit Tool and analyzed program data from *READ 180*, *SRI* and *Reading Counts!* (classroom and campus/district level reports)

Coaching Services provide direct in-classroom support and assistance for the *READ 180* teacher with emphasis on fidelity to the *READ 180* instructional model and improving student reading achievement. Needs will be identified from classroom observations of instruction and teacher's comments and concerns. The Scholastic Consultant will work with the classroom teachers to:

- Establish the appropriate implementation of the *READ 180* program
- Assist with monitoring student reading progress
- Provide recommendations on the use of instructional materials, using SAM reports, classroom organization and management
- Provide specific suggestions in relation to instruction and implementation of *READ 180*
- Model Instructional Routines and Best Practices for *READ 180*
- Develop Action Steps
- Review and Reflect

Phase four involves a blend of online learning and face-to face training. Scholastic Red courses are grounded in research-based, validated instructional practices. Graduate level online reading courses help teachers continue and deepen their professional development. These courses provide targeted training in differentiating instruction and increasing reading achievement for all students.

For each course, teachers receive:

- hundreds of classroom-tested lesson plans, graphic organizers, classroom management tools and student reproducibles. All materials can be printed and stored in the Scholastic Red Teacher Handbook.
- printable ideas and activities for working with English Language Development/English Language Learners, special education students, and gifted and talented students.
- instructions on using skills and strategies with alignment to state standards. Detailed correlations are provided in each course.

Scholastic Red Facilitated Online Reading Courses, fee-based, include:

Middle School Literacy: Improving Text Comprehension

- On completing this course, teachers will be able to:
- assess middle-school students for the purpose of matching them to texts and making strategic decisions about instruction.
- guide students at all reading levels to get meaning from text through building background knowledge, using targeted reading strategies, and applying content-related writing techniques.
- provide explicit strategy instruction to increase students' comprehension during the reading of fiction and nonfiction, including textbooks.
- enable students at all reading levels to understand content-related vocabulary.
- establish schedules and routines for working with students in small groups or individually, including solutions for struggling readers.
- implement lesson plans and resources that target the needs of middle school readers.

Improving Decoding Skills and Strategies

On completing this course, teachers will be able to:

- explain the role of decoding in intermediate grades reading instruction and distinguish early decoding (grades K–2) from advanced decoding (grades 3–8).
- use assessment tools to screen for early decoding deficiencies, diagnose decoding needs, and check for progress in decoding proficiency.
- identify the six characteristics of effective phonics instruction and incorporate them into daily phonics lessons.
- analyze the six syllable types in words—open, closed, *r*-controlled, consonant + */e*, vowel team, and silent *e*—and determine the best techniques for teaching them.
- recognize morphemes—such as prefixes, suffixes, and roots—and teach students how to use them to decode and define unfamiliar multisyllabic words.
- design an effective decoding program to meet the needs of all their students.

Improving Fluency

On completing this course, teachers will be able to:

- explain the importance of fluency in reading comprehension, define the three characteristics of fluent reading—speed, accuracy, and prosody, and assess and interpret timed oral fluency tests.
- provide direct fluency instruction and feedback by modeling fluent reading, teaching phrase-cue boundaries in text, and using oral recitation lessons.
- support students' oral reading with small-group, fluency-building techniques, including partner reading, paired repeated readings, echo readings, choral readings, and Reader's Theater.
- provide ample, independent fluency-building practice through independent repeated readings, speed drills, and audiobooks, and help students self-monitor their progress.
- incorporate fluency instruction into classroom schedules and routines, set-up a fluency corner, and create materials to meet the fluency needs of students at differing levels of reading proficiency.

Strategies for Teaching Striving Readers

On completing this course, teachers will be able to:

- Understand the needs of striving readers and your role in working with your colleagues to meet these needs.
- Identify the barriers to adolescent reading proficiency and understand how intensive reading intervention programs can significantly raise striving readers' achievement levels.
- Use literacy assessments and student data to differentiate instruction based on students' levels of reading proficiency.

- Teach strategically, using methods derived from research for building background knowledge in the content areas, implementing effective word-study instruction, incorporating fluency practice into the content areas, and building academic vocabulary.
- Be a productive member of a teacher study group focused on improving students' reading levels and achievement.
- Integrate frequent, varied and engaging opportunities for all students, including striving readers, English language learners and special education students, to participate in literacy activities.
- Select appropriate reading material for students.
- Use technology effectively to support literacy instruction.
- Monitor students' progress using formal and informal assessments.
- Work collaboratively with school leaders and literacy coaches to improve literacy outcomes.

Ancillary Support and Training

District and Campus Leadership is an essential component of a success implementation of *READ 180*. Our goal is to ensure that leadership has an overview of all the tools and strategies necessary to implement *READ 180* successfully and to help students in their reading abilities. A half-day of in-person leadership training for district and campus administrators provides all the resources and information necessary to implement *READ 180* effectively. Each participant will receive a *READ 180* Leadership Implementation Guide, Implementation DVD and Placement, Assessment Reporting Guide in order to learn how the components of *READ 180* work together to provide instruction and address individual needs for all students

Administrative Leadership Training

Objectives

- Understand the *READ 180* Research Base and Instructional Model.
- Explore the Role of the Principal and Literacy Leader in *READ 180* schools.
- Review the *READ 180* Logic Model to provide a conceptual overview of how *READ 180* is intended to work, the resources required to make it effective, and the outcomes that are expected for students to achieve.
- Align *READ 180* to Curriculum Standards and Standardized Tests.
- Review the diagnostic reports for continuous assessment, placement, and monitoring.

Scholastic customizes certified Technical training for technology support. This training course provides all of the information needed for the technology support staff to become proficient in supporting the needs of *READ 180* classrooms and builds upon knowledge with hands-on lab work, question and answers sessions, and advanced trouble-shooting and analysis. It is customized to meet the needs of the district and technology technicians.

Technology Support and Certified Technical Training, fee-based,

Topics:

- Understanding the *READ 180* Program and the technology component of the instructional model.
- Understanding Network Environments for *READ 180*.
- Overview of the Scholastic Management Suite and Scholastic Achievement Manager.
- Using the *READ 180* Software.
- Understanding the File Architecture.
- Troubleshooting.

Kiefer Public Schools Implementation Calendar

Planning Phase	Date(s)	People/ Locations	Completed
Determine number of Schools, Classrooms, and Teachers	August	schools	X
Schedule Trainings	August	Central Office	X
Secure or schedule appropriate hardware, technology needs, and materials	August	Facilities & District Technicians	X
List of Schools and Addresses for Shipping	August	Central Office	X
Ship <i>READ 180</i> Materials	August	Scholastic	X
Confirm master schedule for <i>READ 180</i>	August	Central Office and Principals	X
Select <i>READ 180</i> teachers	August	Principals	X
Start-Up Phase	Date(s)	People/ Locations	Completed
Install <i>READ 180</i> Software	ASAP	District Techs	X
Install SAM for Administrators Access	ASAP	District Tech	
Teacher Implementation Training: Day 1 (New Teachers)	8..08		X
Leadership Training/Data Analysis	TBD	Administrators	
In-Classroom Phase: Q1	Date(s)	People/ Locations	Completed
Teacher Implementation Training: <i>READ 180</i> RED Course			X
All teachers registered for Online Course	ASAP	Teachers	X
In-Classroom Phase: Q2	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Quarterly Data CheckPoint and Reporting	End of Semester	<i>READ 180</i> Coordinator	
In-Classroom Phase: Q3	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Quarterly Data CheckPoint and Reporting	End of Quarter	<i>READ 180</i> Coordinator	
In-Classroom Phase: Q4	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Export and aggregate Data	May/June	Scholastic IC Julie Grimm	
Check-in for End-of-Year Planning	May/June	<i>READ 180</i> Coordinator	
Results Phase	Date(s)	People/ Locations	Completed
End-of-Year Data CheckPoint and Reporting: Summative Data Collection & Presentation	June	<i>READ 180</i> Coordinator	
Pack & secure <i>READ 180</i> materials	June	Teachers	
Reorder missing/damaged/new materials	June	<i>READ 180</i> Coordinator	
Implementation Planning Meeting 2010-2011	June	<i>READ 180</i> Coordinator/Scholastic	

NEEDS ASSESSMENT DATA SOURCES

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
End of Instruction Tests, English II & III, Algebra I and II, Geometry, Biology I, U.S. History	WISE Tool	Attendance rates
OCCT	Parent Surveys	Discipline Referrals
Star Reading & Math Assessments	Minutes of meetings of Board of Education	Teacher turnover rates
Kiefer High School Accountability Report Card	Minutes of meetings of Indian Education Programs	Teacher length of tenure
Kiefer Public Schools District Accountability Report Card	Minutes of meetings of Safe School Committee	Teacher Qualifications
		Free & Reduced Meal Data
		Special Education Child Count
		Drop-Out Reports

READ 180: A Decade of Proven Effectiveness



*America's Most Innovative Program.
Proven in America's Classrooms.*

Executive Review
2010

READ 180 Has Been *Proven* Effective in 37 Studies

In the 11 years since *READ 180* was first implemented in classrooms it has been the subject of continuous research and evaluation. Thirty-seven studies have proven that *READ 180* has a positive impact on student achievement across multiple grade levels and multiple types of student populations.

READ 180 has been *proven* to:

Improve performance on state tests results

UPPER ELEMENTARY STUDENTS

Iredell-Statesville Schools, NC
New York City Public Schools District 23, NY
Traverse City Area Public Schools, MI

MIDDLE SCHOOL STUDENTS

Austin Independent School District, TX
Desert Sands Unified School District, CA
Holyoke Public Schools, MA
Indian River School District, DE
Martin County Public Schools, FL
Miami-Dade Public Schools, FL
Peoria Public Schools District 150, IL
Sevier County Public Schools, TN

HIGH SCHOOL STUDENTS

Anaheim Union High School District, CA
Cypress-Fairbanks Independent
School District, TX
Phoenix Union High School District, AZ
Santa Rosa County School District, FL
Seminole County Public Schools, FL
Socorro Independent School District, TX

Reduce the dropout rate

Clark County School District, NV

✓ Improve reading achievement for African-American, Native American, and Latino students

Austin Independent School District, TX
Central Consolidated School District, NM
Fairfax County Public Schools, VA
Iredell-Statesville Schools, NC

Martin County Public Schools, FL
New York City Public Schools District 23, NY
Peoria Public Schools District 150, IL
Phoenix Union High School District, AZ

✓ Improve reading achievement for English Language Learners

Austin Independent School District, TX
Clark County School District, NV
Desert Sands Unified School District, CA
Fairfax County Public Schools, VA
Holyoke Public Schools, MA

Peoria Public Schools District 150, IL
Phoenix Union High School District, AZ
St. Paul School District, MN

✓ Improve reading achievement for students receiving Special Education services

Clark County School District, NV
Daviness County School District, KY
Des Moines Independent Community
School District, IA
Holyoke Public Schools, MA

Indian River School District, DE
Peoria Public Schools District 150, IL
St. Paul School District, MN
Traverse City Area Public Schools, MI

✓ Increase teacher retention

Seminole County Public Schools, FL



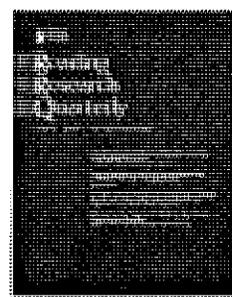
All of these studies, and others are documented in the Compendium of READ 180 Research. To order a copy call 1-800-387-1437.

All studies can be downloaded at www.scholastic.com/read180.

Peer-Reviewed Journals and Respected Third Parties Have Documented *READ 180*'s Effectiveness

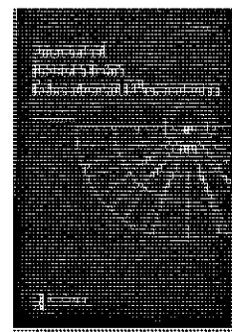
- This rigorous review of evaluation research in **Reading Research Quarterly** placed *READ 180* in a select group of four adolescent literacy programs that showed more evidence of effectiveness than 128 other programs reviewed.

Slavin, R., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high school students: A best-evidence synthesis. *Reading Research Quarterly*, 43(3). 290–322.



- The **Journal of Research on Educational Effectiveness** published a randomized control study undertaken by Seminole County, Florida Public Schools, which found that the gains of 9th-grade students enrolled in *READ 180* during 2006–2007 exceeded the benchmark for expected yearly growth on the Florida Comprehensive Assessment Test (FCAT).

Lang, L., Torgesen, J. K., Vogel, W., Chanter, C., Lefsky, E., & Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. *Journal of Research on Educational Effectiveness*, 2, 149–175.



The Institute for Educational Science (IES) What Works Clearinghouse has the highest bar for educational research in the country. "*READ 180* is one of only two programs that has a sufficient body of evidence to be included in the What Works Clearinghouse, which has recognized the program for potentially positive effects in comprehension and general literacy achievement."

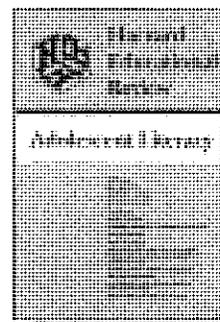
ies WHAT WORKS
CLEARINGHOUSE



Based on the evidence of effectiveness with students in special education as well as the instructional practices designed to meet the needs of students with disabilities, the Council of Administrators of Special Education (CASE) endorsed *READ 180* for use in Special Education.

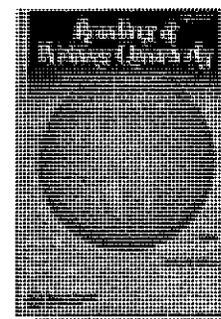
- This Brockton, Massachusetts study, published in the **Harvard Educational Review**, indicates that *READ 180* can be successfully implemented—with minor modifications to the model—in an after-school setting. Furthermore, the study showed that the rate of after-school attendance among *READ 180* students was significantly higher than among control group students, and that *READ 180* students and teachers found the program engaging and motivating.

Hartry, A., Fitzgerald, R., & Porter, K. (2008). Implementing a structured reading program in an afterschool setting: Problems and potential solutions. *Harvard Educational Review*, 78(1), 181–210.



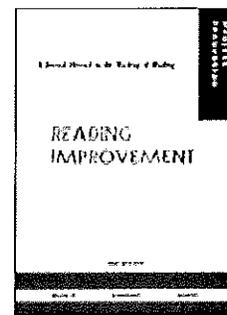
- This **Reading and Writing Quarterly** article documents the foundational research conducted by Dr. Ted Hasselbring and his team from Peabody College at Vanderbilt University. Collaborating with Dr. Janet Allen, a reading specialist from University of Central Florida, this team of researchers successfully field-tested the adaptive technology algorithm and instructional strategies that became *READ 180* with thousands of students in the Orange County, Florida Public Schools.

Hasselbring, T., & Goin, L. (2004). Literacy instruction for older struggling readers: What is the role of technology? *Reading and Writing Quarterly*, 20, 123–144.



- In this study of 8th graders in the Los Angeles Unified School District, published in **Reading Improvement**, two years of SAT-9 Reading and Language Arts scores were analyzed for *READ 180* students and for a matched comparison group similar in gender, ethnicity, language proficiency, and pretest SAT-9 reading scores. Results showed that *READ 180* students made significant growth of over three normal curve equivalents (NCEs) in Reading and almost two NCEs in Language Arts on the SAT-9, while the comparison group lost ground in both Reading and Language Arts. Importantly, disaggregated data for limited English proficient students demonstrated that their gains were essentially identical to those of the group of *READ 180* students at large.

Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating Intervention. *Reading Improvement*, 41(1), 24–37.



Although the Council of Great City Schools does not endorse programs, this respected organization partnered with Scholastic to conduct the first large-scale trial of *READ 180*. This study documented the positive impact of *READ 180* with students in Boston, Dallas, and Houston and led to recommendations on effective implementation.

Experience in 15,000 Classrooms Across the Country Tells the Real Story of Results

The following district leaders tell the story of *READ 180*'s effectiveness far better than any report ever could. Feel free to contact them to hear about how they were able to implement *READ 180* to ensure the quantifiable gains in achievement in their districts.

■ Northeast

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Looking for a site even closer to home?

Please call us at **1-800-387-1437** so we can connect you to a *READ 180* site near you.

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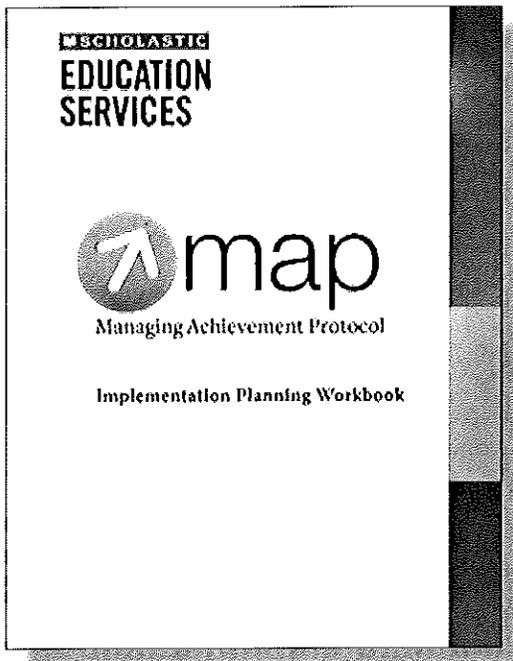
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The key to getting great results? Great implementation.

Nothing worth doing is easy. And nothing is more worth doing than embarking on a serious, district-wide literacy improvement effort. Research indicates this investment can pay back many times over in the form of improved performance on state tests, reduced dropout rates, and accelerating students out of special education to general education.

Eleven years of partnering with districts in this critical work has taught us that **implementation is critical**. While many literacy improvement initiatives begin with a passionate desire to improve the skills and lives of students, they cannot end there. Initiatives have to be followed up with a strong commitment from the top to implement with fidelity.

Experience in 15,000 classrooms across the country has given Scholastic unique insight into what works and, just as importantly, what doesn't. This experience has been distilled into a framework called the Managing Achievement Protocol, or MAP. The MAP is designed to facilitate discussion, *early in the process*, between Scholastic and district leadership, and to inform a fully developed implementation plan.



Five Key Success Factors . . .

- 1 A Commitment. A Strong Team. A Plan.
- 2 Effective Program Launch and Training to Lay a Foundation for Success
- 3 Ongoing, Collaborative Support to Improve Classroom Teaching Practices
- 4 Ongoing Implementation Progress Monitoring, Data Analysis, and Reporting
- 5 Defined Capacity Building Plan for Long-Term Literacy Improvement.

THE *READ 180* PERFORMANCE PLEDGE

When implemented with fidelity, the majority of students
will break the cycle of failure and show
significant growth in reading, as measured by Lexiles[®].

Successful implementation of *READ 180*
is a shared responsibility.

For an overview of the responsibilities of
Scholastic and its district partners, visit
www.scholastic.com/read180/performancepledge.





www.scholastic.com/read180

America's most innovative program offers the rigor and relevance
teachers need to address the Common Core Standards
with struggling readers.

Oklahoma

Kiefer High School

Team

ELSA FOSTER

Teacher

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Added date: 05/12/2010

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Project Manager/Turnaround Officer

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Added date: 05/12/2010

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District Staff

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Email: gjohnson@kiefer.k12.ok.us

Added date: 05/12/2010

SHIRLEY LASTINGER

Teacher

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Added date: 05/12/2010

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Community Leader

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Email: julie.mathis@williams.com

Added date: 05/12/2010

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Principal

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Added date: 05/12/2010

GAYLE MCKENZIE

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Added date: 05/20/2010

MARY MURRELL

Superintendent

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Added date: 05/12/2010

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Email: kristyramey@yahoo.com

Added date: 05/12/2010

TRENA THOMPSON

Teacher

Phone: 918-321-4440

Email: tthompson@kiefer.k12.ok.us

Added date: 05/12/2010

Table 3: Professional Development Outline

August 2010

- * The Pearson Educational Consultant will meet with district administrators to determine project goals and best courseware implementation (1 on-site day)
- * Teachers will work closely with a Pearson Educational Consultant to evaluate curriculum, build classes, enter students, and understand how to monitor student progress (1 on-site day)
- * Teachers will learn to view and interpret students data and reports (1 on-site day)

September 2010

- * Review Question and Answer session: Teachers will work with a Pearson Educational Consultant to review site set-up and answer specific questions (3 remote sessions, 2 hours each)
- * District update meeting: The Educational Consultant will meet with district personnel to review site status and implementation update (1 remote session, 2 hours each)

October 2010

- * Lab Manager/Lead Teacher Update session: Lab managers and lead teachers will participate in a conference call with the Pearson Educational Consultant to discuss site status and answer questions (3 remote sessions, 2 hours each)

November 2010

- * Lab Manager/Lead Teacher Update session: Lab managers and lead teachers will participate in a conference call with the Pearson Educational Consultant to discuss site status and answer questions (3 remote sessions, 2 hours each)
- * District update meeting: The Educational Consultant will meet with district personnel to review site status and implementation update (1 remote session, 2 hours each)

December 2010

- * Mid Year Data Collection and Lab Observation: The Educational Consultant visits all sites, observes lab, and collects program data (1 onsite day for every 2 sites)
- * District Meeting: On-site meeting with Educational Consultant and district administrators to go over initial findings from site visits. (1/2 day on-site)
- * Mid Year Program Summary: The Pearson Educational Consultant will create a program summary that will contain individual site data, current issues, and recommendations for further implementation. (6 remote hours per 100 students to complete the report and 1 2-hour remote session to disseminate data to district staff)

January 2010

- * Refresher or new teacher training: The Educational Consultant will provide a refresher course or new teacher training as necessary. (1 onsite day for every 12 participants)

February 2010

- * Lab Manager/Lead Teacher Update session: Lab managers and lead teachers will participate in a conference call with the Pearson Educational Consultant to discuss site status and answer questions (3 remote sessions, 2 hours each)

March 2010

- * Lab Manager/Lead Teacher Update session: Lab managers and lead teachers will participate in a conference call with the Pearson Educational Consultant to discuss site status and answer questions (3 remote sessions, 2 hours each)
- * District update meeting: The Educational Consultant will meet with district personnel to review site status and implementation update (1 remote session, 2 hours each)

April 2010

- * Lab Manager/Lead Teacher Update session: Lab managers and lead teachers will participate in a conference call with the Pearson Educational Consultant to discuss site status and answer questions (3 remote sessions, 2 hours each)

May 2010

- * End of Year Data Collection and Lab Observation: The Educational Consultant visits all sites, observes lab, and collects program data (1 onsite day for every 2 sites)
- * District Meeting: On-site meeting with Educational Consultant and district administrators to go over initial findings from site visits. (1/2 day on-site)
- * End of Year Program Summary: The Pearson Educational Consultant will create a program summary that will contain individual site data, current issues, and recommendations for further implementation. (6 remote hours per 100 students to complete the report and 1 2-hour remote session to disseminate data to district staff)

Principal Training. In addition to participating in all district and site-level training alongside teachers, principals will also receive intensive training geared specifically toward the roles of an administrator. Describe training for principals, including any state-provided training, district training, workshops for administrators, etc.

NovaNET Training. Contact your Pearson Account Executive for more information on what workshops will be included in the training package that you will purchase. The workshops outlined here are suggestions.

Teacher Training. *Title* will include comprehensive professional development for all teachers at each impacted school site. Prior to the implementation of the selected online curriculum, all participating teachers and staff will attend a full-day training program that teaches them how to use the program. The training plan outlined in Table 3 will prepare *Title* teachers to effectively teach using the online courseware and take advantage of all instructional features. *Title* teachers will also have on-demand access to NovaNET training modules on a secure website, which they can access as needed. These modules provide basic overviews of courseware usage and oversight. Also, pre-scheduled live webinars will also be available for teachers at no additional charge. All *Title* teachers will be required to complete at least one training module or attend one webinar a month.

Table 3: Professional Development Outline

August 2010
<ul style="list-style-type: none"> ▪ The Pearson Educational Consultant will meet with district administrators to determine project goals and best courseware implementation (1 on-site day) ▪ Teachers will work closely with a Pearson Educational Consultant to evaluate curriculum, build classes, enter students, and understand how to monitor student progress (1 on-site day) ▪ Teachers will learn to view and interpret students data and reports (1 on-site day)
September 2010
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January 2010

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- End of Year Program Summary: The Pearson Educational Consultant will create a program summary that will contain individual site data, current issues, and recommendations for future implementation. (6 remote hours per 100 students to complete the report and 1 2-hour remote session to disseminate data to district staff)

Additional Professional Development. Your application will be much stronger if you incorporate additional professional development, including coaches, professional learning communities, workshops, etc. Your training might cover the following topics:

- Credit recovery or dropout prevention
- Teaching adolescent learners
- Assessment and progress monitoring
- Math and reading interventions
- Individualized instruction
- Small group instruction
- Strategies for ELL students

(2) COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

NovaNET. This Pearson sample narrative focuses on implementing *NovaNET* as one aspect of a comprehensive Transformation model. Be sure to also discuss all reforms and strategies that will be implemented in your Transformation model sites. Contact your Pearson Account Executive for assistance with planning your *NovaNET* implementation or for budget and pricing assistance.

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

Program Overview. The *Title* planning committee reviewed several technology-based programs to be used in turnaround efforts for all *Title* secondary schools. Expand on the process used to evaluate programs. The committee found *NovaNET* to be the best match to student, teacher, and administrator

READ 180 PROFESSIONAL DEVELOPMENT

Implementation Training involves two days of carefully designed in-person training to assist teachers, reading and literacy specialists on how to implement the *READ 180* Instructional Model, teach research-based practices for daily reading, writing, and vocabulary instruction. Training will involve strategies to manage the classroom effectively and use report data to monitor progress and individualize instruction. Both days provide a combination of information and interactive activities designed to provide instructional strategies, hands-on experience, and practical suggestions for using *READ 180* with confidence. All teachers will receive invaluable resources as core tools for the in-person *READ 180* implementation trainings.

Implementation Training Day 1

Objectives

- Understand the *READ 180* Instructional Model.
- Deliver Whole-Group Instruction to Build Skills and Meet Standards.
- Practice Strategies for Small-Group Differentiated Instruction.
- Setup and Maintain an Independent and Modeled Reading Program.
- Create the Physical and Effective Classroom Community of Learners.
- Maximize the *READ 180* Software.

Follow-up Implementation Training Day 2

Objectives

- Reflect on experiences to date.
- Review Classroom Management and Goal Setting.
- Practice Modeled and Independent Reading.
- Troubleshoot and learn advanced technology.
- Use Data to Inform Instruction.

The Ongoing Professional Development support begins with an online, and in-person professional development course designed to instruct, reinforce, and provide optimal approaches to managing the *READ 180* classroom.

This course begins with a focus on understanding the failure cycle that the struggling reader experiences, and learning how to use *READ 180* as a motivator to stop that cycle. The course includes information on how to get started and manage a *READ 180* classroom, as well video modeling of research-based teaching techniques, guidelines for using the Software, and instruction on how to use *READ 180* assessment tools to differentiate instruction. Throughout this course, teachers will learn how to use *READ 180* materials to provide systematic, explicit instruction in phonics, fluency, vocabulary, comprehension, and writing to meet state standards and to raise student achievement in reading. Teachers will receive all the resources they need to apply modeled strategies in their classrooms right away.

Course Outline:

Course Introduction

Session 1 - Keynote: Dr. Ted Hasselbring - describes what to expect in the course and how *READ 180* addresses the needs of struggling readers.

Getting Started with *READ 180*

Session 2 - discusses how to motivate your students and help them avoid the cycle of failure. It also discusses how to group, teach, and assess students using the *READ 180* Instructional Model.

Whole- and Small-Group Instruction: The Five Elements of Reading

Session 3 - acquaints you with the essential elements of reading and discusses how to teach them during Whole- and Small-Group Instruction.

Whole- and Small-Group Instruction: Writing and Grammar

Session 4 - explains how to teach and assess process-based writing.

READ 180 Topic Software

Session 5 - shows how to maximize the benefits of the *READ 180* Software to increase your students' success.

Modeled and Independent Reading

Session 6 - explains how to match students to leveled, age-appropriate books and hold them accountable for their reading.

Assessing, Reporting, and Data-Driven Instruction

Session 7 - focuses on how to analyze *READ 180* data to guide instruction, grouping, and grading in addition to informing parents and administrators of student progress.

The second phase of Ongoing Professional Development Support involves half-day seminars that combine a research foundation with interactive activities designed to take teachers to the next level of success with *READ 180*. These seminars present the content knowledge and skills that teachers will develop through completion of the series.

READ 180 Professional Development Seminars Topics (fee-based):

Decoding Strategies for *READ 180* Students

- To distinguish early decoding skills and strategies from advanced decoding.
- To analyze *READ 180* reports to help plan individualized and small-group decoding instruction.
- To explore how *READ 180* Software, Audiobooks, and teacher-directed instruction help students develop fluency.

Developing Independent Readers in the *READ 180* Classroom

- To learn how to motivate students to develop skill and preference in choosing Paperbacks and Audiobooks.
- To identify strategies to manage and support your developing independent readers.
- To assess student reading success during and after Modeled and Independent Reading.

Motivating the *READ 180* Student

- To develop a deeper understanding of the research on motivation as it relates to the struggling reader.
- To refine current classroom practices and the learning environment to ensure students are engaged and accountable for their own growth.
- To develop a plan for incorporating motivational activities into the *READ 180* classroom.

Strategic Comprehension and Vocabulary Instruction in *READ 180*

- To learn before, during, and after reading strategies for teaching comprehension and vocabulary.
- To recognize the relationship between vocabulary and comprehension.
- To learn guidelines for effective vocabulary instruction.

Test-Taking Strategies for the *READ 180* Classroom

- To develop a plan to provide regular practice of test-taking strategies for SRI and standardized tests, as well as content-course tests.
- To practice key test-taking strategies to help students achieve higher test scores.
- To examine and practice strategies that will help students respond to writing prompts successfully.

Using *READ 180* Data to Differentiate Instruction

- To establish working definitions of data and differentiated instruction.
- To enhance understanding of the role of assessment and instruction in *READ 180*.
- To practice making instructional decisions using key reports.

Using SRI and the Lexile Framework® Effectively with *READ 180*

- To confirm and deepen your understanding of the Lexile Framework.
- To acquire new and practical strategies for pre- and post-administration of SRI.
- To learn how to use SRI reports to differentiate instruction and to create conferencing opportunities to increase student motivation.

Writing in the Service of Reading for the *READ 180* Classroom

- To practice using *READ 180* materials to facilitate writing instruction in whole and small groups.
- To gain a deeper understanding of how to support the writing process in *READ 180*.
- To learn to use assessment, conferencing, and *READ 180* reports as scaffolded tools for writing instruction.

READ 180 Classroom Visits and Coaching Services, **fee-based**, are the third phase of on-going professional development. Both services are conducted by Scholastic's consultants. *READ 180* Classroom Visits are designed to gather informal data and information on the implementation level and instruction of the *READ 180* classrooms. Scholastic will communicate classroom teacher concerns, comments and questions as related to the implementation and instruction of *READ 180*, provide specific suggestions and recommendations to the *READ 180* classroom teacher, identify possible needs for coaching services and/or additional professional development. The consultant will provide the district with a District *READ 180* Implementation Report. The *READ 180* Implementation Report is designed to communicate:

- The current implementation level of the *READ 180* program
- Participation opportunity of students in all aspects of the *READ 180* program
- Participation in all components of the *READ 180* program
- Improvements the district or school can make to support the *READ 180* teacher
- Additional professional development necessary to support *READ 180* implementation and instructional
- Relationship between quality implementation and student outcomes

The *READ 180* Implementation Report includes informal data from the Classroom Visit Tool and analyzed program data from *READ 180*, SRI and *Reading Counts!* (classroom and campus/district level reports)

Coaching Services provide direct in-classroom support and assistance for the *READ 180* teacher with emphasis on fidelity to the *READ 180* instructional model and improving student reading achievement. Needs will be identified from classroom observations of instruction and teacher's comments and concerns. The Scholastic Consultant will work with the classroom teachers to:

- Establish the appropriate implementation of the *READ 180* program
- Assist with monitoring student reading progress
- Provide recommendations on the use of instructional materials, using SAM reports, classroom organization and management
- Provide specific suggestions in relation to instruction and implementation of *READ 180*
- Model Instructional Routines and Best Practices for *READ 180*
- Develop Action Steps
- Review and Reflect

Phase four involves a blend of online learning and face-to-face training. Scholastic Red courses are grounded in research-based, validated instructional practices. Graduate level online reading courses help teachers continue and deepen their professional development. These courses provide targeted training in differentiating instruction and increasing reading achievement for all students.

For each course, teachers receive:

- hundreds of classroom-tested lesson plans, graphic organizers, classroom management tools and student reproducibles. All materials can be printed and stored in the Scholastic Red Teacher Handbook.
- printable ideas and activities for working with English Language Development/English Language Learners, special education students, and gifted and talented students.
- instructions on using skills and strategies with alignment to state standards. Detailed correlations are provided in each course.

Scholastic Red Facilitated Online Reading Courses, fee-based, include:

Middle School Literacy: Improving Text Comprehension

- On completing this course, teachers will be able to:
- assess middle-school students for the purpose of matching them to texts and making strategic decisions about instruction.
- guide students at all reading levels to get meaning from text through building background knowledge, using targeted reading strategies, and applying content-related writing techniques.
- provide explicit strategy instruction to increase students' comprehension during the reading of fiction and nonfiction, including textbooks.
- enable students at all reading levels to understand content-related vocabulary.
- establish schedules and routines for working with students in small groups or individually, including solutions for struggling readers.
- implement lesson plans and resources that target the needs of middle school readers.

Improving Decoding Skills and Strategies

On completing this course, teachers will be able to:

- explain the role of decoding in intermediate grades reading instruction and distinguish early decoding (grades K–2) from advanced decoding (grades 3–8).
- use assessment tools to screen for early decoding deficiencies, diagnose decoding needs, and check for progress in decoding proficiency.
- identify the six characteristics of effective phonics instruction and incorporate them into daily phonics lessons.
- analyze the six syllable types in words—open, closed, *r*-controlled, consonant + *le*, vowel team, and silent *e*—and determine the best techniques for teaching them.
- recognize morphemes—such as prefixes, suffixes, and roots—and teach students how to use them to decode and define unfamiliar multisyllabic words.
- design an effective decoding program to meet the needs of all their students.

Improving Fluency

On completing this course, teachers will be able to:

- explain the importance of fluency in reading comprehension, define the three characteristics of fluent reading—speed, accuracy, and prosody, and assess and interpret timed oral fluency tests.
- provide direct fluency instruction and feedback by modeling fluent reading, teaching phrase-cue boundaries in text, and using oral recitation lessons.
- support students' oral reading with small-group, fluency-building techniques, including partner reading, paired repeated readings, echo readings, choral readings, and Reader's Theater.
- provide ample, independent fluency-building practice through independent repeated readings, speed drills, and audiobooks, and help students self-monitor their progress.
- incorporate fluency instruction into classroom schedules and routines, set-up a fluency corner, and create materials to meet the fluency needs of students at differing levels of reading proficiency.

Strategies for Teaching Striving Readers

On completing this course, teachers will be able to:

- Understand the needs of striving readers and your role in working with your colleagues to meet these needs.
- Identify the barriers to adolescent reading proficiency and understand how intensive reading intervention programs can significantly raise striving readers' achievement levels.
- Use literacy assessments and student data to differentiate instruction based on students' levels of reading proficiency.
- Teach strategically, using methods derived from research for building background knowledge in the content areas, implementing effective word-study instruction, incorporating fluency practice into the content areas, and building academic vocabulary.
- Be a productive member of a teacher study group focused on improving students' reading levels and achievement.
- Integrate frequent, varied and engaging opportunities for all students, including striving readers, English language learners and special education students, to participate in literacy activities.
- Select appropriate reading material for students.
- Use technology effectively to support literacy instruction.
- Monitor students' progress using formal and informal assessments.
- Work collaboratively with school leaders and literacy coaches to improve literacy outcomes.

Ancillary Support and Training

District and Campus Leadership is an essential component of a success implementation of *READ 180*. Our goal is to ensure that leadership has an overview of all the tools and strategies necessary to implement *READ 180* successfully and to help students in their reading abilities. A half-day of in-person leadership training for district and campus administrators provides all the resources and information necessary to implement *READ 180* effectively. Each participant will receive a *READ 180* Leadership Implementation Guide, Implementation DVD and Placement, Assessment Reporting Guide in order to learn how the components of *READ 180* work together to provide instruction and address individual needs for all students

Administrative Leadership Training

Objectives

- Understand the *READ 180* Research Base and Instructional Model.
- Explore the Role of the Principal and Literacy Leader in *READ 180* schools.

- Review the *READ 180* Logic Model to provide a conceptual overview of how *READ 180* is intended to work, the resources required to make it effective, and the outcomes that are expected for students to achieve.
- Align *READ 180* to Curriculum Standards and Standardized Tests.
- Review the diagnostic reports for continuous assessment, placement, and monitoring.

Scholastic customizes certified Technical training for technology support. This training course provides all of the information needed for the technology support staff to become proficient in supporting the needs of *READ 180* classrooms and builds upon knowledge with hands-on lab work, question and answers sessions, and advanced trouble-shooting and analysis. It is customized to meet the needs of the district and technology technicians.

Technology Support and Certified Technical Training, fee-based,

Topics:

- Understanding the *READ 180* Program and the technology component of the instructional model.
- Understanding Network Environments for *READ 180*.
- Overview of the Scholastic Management Suite and Scholastic Achievement Manager.
- Using the *READ 180* Software.
- Understanding the File Architecture.
- Troubleshooting.

Kiefer Public Schools Implementation Calendar

Planning Phase	Date(s)	People/ Locations	Completed
Determine number of Schools, Classrooms, and Teachers	August	schools	X
Schedule Trainings	August	Central Office	X
Secure or schedule appropriate hardware, technology needs, and materials	August	Facilities & District Technicians	X
List of Schools and Addresses for Shipping	August	Central Office	X
Ship <i>READ 180</i> Materials	August	Scholastic	X
Confirm master schedule for <i>READ 180</i>	August	Central Office and Principals	X
Select <i>READ 180</i> teachers	August	Principals	X
Start-Up Phase	Date(s)	People/ Locations	Completed
Install <i>READ 180</i> Software	ASAP	District Techs	X
Install SAM for Administrators Access	ASAP	District Tech	
Teacher Implementation Training: Day 1 (New Teachers)	8..08		X
Leadership Training/Data Analysis	TBD	Administrators	
In-Classroom Phase: Q1	Date(s)	People/ Locations	Completed
Teacher Implementation Training: <i>READ 180</i> RED Course			X
All teachers registered for Online Course	ASAP	Teachers	X
In-Classroom Phase: Q2	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Quarterly Data CheckPoint and Reporting	End of Semester	<i>READ 180</i> Coordinator	
In-Classroom Phase: Q3	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Quarterly Data CheckPoint and Reporting	End of Quarter	<i>READ 180</i> Coordinator	
In-Classroom Phase: Q4	Date(s)	People/ Locations	Completed
Ongoing Professional Development: <i>READ 180</i> RED Course			X
Export and aggregate Data	May/June	Scholastic IC Julie Grimm	
Check-in for End-of-Year Planning	May/June	<i>READ 180</i> Coordinator	
Results Phase	Date(s)	People/ Locations	Completed
End-of-Year Data CheckPoint and Reporting: Summative Data Collection & Presentation	June	<i>READ 180</i> Coordinator	
Pack & secure <i>READ 180</i> materials	June	Teachers	
Reorder missing/damaged/new materials	June	<i>READ 180</i> Coordinator	

Implementation Planning Meeting 2010-2011	June	<i>READ 180</i> Coordinator/Scholastic	
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Job Description

Turnaround Officer

The Turnaround Officer will be dedicated to the success of the Kiefer High School SIG Transformation Project. The Turnaround Officer will strengthen local transformation efforts by providing the environment, processes, and support to help Kiefer High School produce significant short term gains in student achievement. The Turnaround Officer will be involved in the transformation effort from inception through implementation, providing mentorship and support to the principal, superintendent, and instructional staff helping to establish effective transformation practices.

The Turnaround Officer will work with the Oklahoma State Department of Education and other partners to ensure the success of the Kiefer High School SIG Transformation Project.

Responsibilities:

- Responsible for the day-to-day management of the reform efforts for the Kiefer High School SIG Transformation Project
- Coordinate and communicate with the Oklahoma State Department of Education
- Coordinate with appropriate personnel on the use of 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;
- 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;
- Document and participate in the required ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Coordinate with the principal and superintendent to provide high quality job embedded professional development including five days of site based training as well as a five (5) day teacher academy or institute for each teacher
- Coordinate with the principal and superintendent to establish schedules and implement strategies that provide increased learning time; and
- Work with the Parent/Community Liaison to provide appropriate social-emotional and community-oriented services.

Desired Qualifications and Skills:

Education: Bachelors Degree in Education

Experience:

- At least 5 years successful educational experience
- Assessment/evaluation experience
- **Skills:**

- Collaborative nature, including strong interpersonal skills
- Ability to quickly build trust
- Project management skills, including the demonstrated ability to problem solve effectively and efficiently, and to resolve organizational roadblocks
- Results-oriented with demonstrated ability to self-motivate and to work independently
- Outstanding oral and written skills
- Understanding of federal accountability/intervention requirements

**Kiefer Public Schools
Job Description
Department Chair
\$750.00 Award**

Coordinate alignment within department of current course offerings

Facilitate the creation and updating of scope and sequence with standards

Help facilitate support for department members in the development of curriculum and instruction

Facilitate selection of instructional materials and textbooks

Provide support for new teachers

Facilitate orientation for new teachers as to school/district processes and procedures

Chair regularly scheduled department meetings

Serve as a communication liaison between department and administration

Qualifications

Proven subject area expertise

Evidence of leadership and organizational skills

Participation in professional development

Job Description Parent/Community Liaison

The Parent/Community Liaison will work under the supervision of the Superintendent of Schools and the High School Principal.

This position requires working to increase and improve parent/family and community involvement at Kiefer High School. The Parent/Community Liaison will train parents and provide information in order to encourage communication with parents/families and the community.

Functions and Responsibilities:

- Serve as a liaison between the school and the parents and families of the school.
- Attend monthly meetings and attend professional development in connection with the Kiefer High School SIG Transformation Project.
- Deliver training to the parents and community.
- Attend school and community meetings.
- Make personal contact with parents to encourage parental engagement.
- Provide information to parents/families in order to improve home-school communication.
- Work with the superintendent, principal, and turnaround officer to prepare progress reports and provide information to the district.
- Work with the principal to investigate complaints from parents/families and the community.
- Perform related duties as required.

Qualifications:

- Must have a master's degree in Education
- At least five years of working with parents/families and community members.
- Ability to communicate effectively both orally and in writing with parents, school, community and district office personnel.
- Ability to train parents to use technology regarding their child's assignments and progress in school.

Reward Criteria for \$750.00 Department Chair

Coordinate alignment within department of current course offerings

Facilitate the creation and updating of scope and sequence with standards

Help facilitate support for department members in the development of curriculum and instruction

Facilitate selection of instructional materials and textbooks

Provide support for new teachers

Facilitate orientation for new teachers as to school/district processes and procedures

Chair regularly scheduled department meetings

Serve as a communication liaison between department and administration

Reward Criteria for \$5,000 Awards for Increasing Student Achievement

1. Log sheets documenting 90 minutes of collaboration time weekly.
2. Professional development documentation for required 10 additional days training
3. Smart goals are met for students in Reading and/or Math
4. All teachers providing classroom instruction and/or extended time intervention, i.e., before and/or after school, summer programs are eligible for award

Appendix

Turnaround Leader (Principal) Competencies

This principal has the skills necessary to initiate dramatic change. He has a strong desire to achieve outstanding results and is task-oriented and will ensure actions are followed to achieve success. He is committed to motivating others and influencing their thinking and behavior to obtain results. The principal also can problem solve. He will analyze data to inform decisions, making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. He is self-confident, focused, committed and self-assured despite controversy surrounding change.