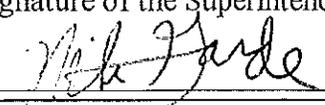


**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

LEA SECTION

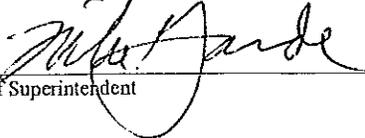
Legal Name of Applicant: Muskogee Public Schools	Applicant's Mailing Address: 201 W. Broadway Muskogee, OK 74401 RECEIVED FEDERAL PROGRAMS MAY 20 2010 OKLAHOMA STATE DEPARTMENT OF EDUCATION
Local Educational Agency Contact for the School Improvement Grant Name: Derryl Ventures Position and Office: Assistant Superintendent of Curriculum and Instruction Contact's Mailing Address: Derryl-venters@mpsi20.org Telephone: 918-684-3700 Fax: 918-684-3829 Email address: Derryl-venters@mpsi20.org	
Superintendent (Printed Name): Mike Garde	Telephone: 918-684-3700
Signature of the Superintendent X 	Date: 5-20-10
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

5-20-10
 Date

WAIVERS

MUSKOGEE PUBLIC SCHOOLS IS REQUESTING NO 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 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
Muskogee 7/8 Grade Center				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 district and staff administration, and math and reading department heads will ensure that the proper leadership is provided for successful intervention of the requirements.</p>
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved relevant stakeholders and received commitment and support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	<p>District administrators, site administrators, site staff, parents, students, and members of the community were involved in making the decision to choose the "Transformation Model" of intervention at the 7th & 8th grade center.</p>
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. 	<p>All members of the Math and Reading department are highly qualified and effective in their specific teaching areas.</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>??? Having been identified as a Tier III our site does not qualify.</p>
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. 	<p>The district has implemented a "Principal's Academy" for staff who wish to develop administration skills and have a desire to be administrators within our district.</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>Using our district CLEP plan and Site Improvement Plan we have chosen to use the "Modified Transformation" model to help implement improvements to our school.</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 LEA has developed a three year budget aligned to the activities and strategies. *See budget.</p>
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	<p>The LEA will meet monthly with certified staff members to discuss how the SMART goals and plan are impacting student learning and successes.</p>
<ul style="list-style-type: none"> The LEA has plans to establish schedules 	<p>In acquiring the two Reading and two Math interventionist the site has established that</p>

and implement strategies that provide increased learning time.	students who are at risk will receive additional learning time in those standards areas which were insufficient on the Spring 09 OCCT.
<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 Officer will be responsible for the reform efforts at the 7 th & 8 th grade center. This person will be identified when funding is available.
<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. 	The Reading Department implemented collaborative planning in the 09-10 SY. Collaborative planning will be implemented by all academic departments in the 10-11 SY.
<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. 	The LEA has identified the need to hire a Turnaround Officer. When funding is available a T.O. will be hired by the district to provide help in the sites reform efforts. The T.O. will work as a liaison between the school site and the LEA.
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	The Muskogee School District is audited annually and to date no issues have been found in regard to grants.
<ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, and monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools. 	The MPS District have worked with other schools on the states Needs to Improve list and feel that in light of pass successes, the SMART goals at the 7 th & 8 th grade center will also be achieved.
<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. 	The district will make every effort to support the intervention model after the grant funding is no longer available.
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	The grant application was completed in the timeline set forth by the SEA and delivered to the OSDE by Mike Garde on May 20, 2010.
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	The application has been signed by Mike Garde, Superintendent of Muskogee Public Schools.
<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.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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.

Start typing here.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	District Math Coach, After School Tutoring for Reading and Math,
Title II, Part A	Professional Development
Title II, Part D	
Title III, Part A	
Other Federal Resources • <i>List here.</i>	
State Resources • <i>List here.</i>	
Local Resources • <i>List here.</i>	

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.

No policies will be modified.

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.

Start typing here.

Muskogee 7th 7 8th Grade Center
Transformation Model for SY 2010-2011, 2011-2012, and 2012-2013

Our school transformation goals begin with the results from the needs assessment. Implementation and evaluation of our SMART goals that will affect the achievement, relationships and environment in our school between staff, students, parents, and community. The **“Turnaround Officer”** will be responsible for day-to-day management of the reform efforts, coordinating and communicating the goals of the grant with the OSDE. The **“Behavior Intervention Specialist”** will act as a mediator between students, parents, and teachers helping to promote school safety, regular attendance and to prevent the escalation of discipline incidents, by developing a Bullying Prevention and Nonviolence Program.

To achieve our SMART goals we have determined our need for additional staff:

- 7th grade Reading Intervention Specialist
- 8th grade Reading Intervention Specialist
- 7th grade Math Intervention Specialist
- 8th grade Math Intervention Specialist
- 8th grade Math Teacher
- Turnaround Officer
- Behavior Intervention Specialist
- Parent Liaison

Transformation Model for Year One: 2010-2011

All staff will be trained the first year to implement best practices in their classrooms to improve our students’ mastery of Oklahoma State PASS objectives, and become proficient in understanding and applying the use of state standards in Reading and Math. To achieve AYP our school will need to increase OCCT test scores in reading and math each year by a minimum of 10% and maintain the increase beyond the three year grant period.

Teacher cooperation will be expected in order to help our site achieve success in reaching our SMART goals. If all goals set for this year are met all staff members will receive an incentive stipend of \$1000 per person. Professional development in the following areas will be provided to all staff members in order to achieve these goals..

- Interdisciplinary units of study – develop and implement two the first year
- Assessments – Pre and Post tests and formative assessment
- Student Led Conferences
- Implementation of Purposeful Homework and Student Feedback
- Rigor, Relevance, and Relationships
- Great Expectations (Oklahoma)
- Differentiated instruction
- Data analysis

OCCT assessments will be analyzed in order to identify gaps in curriculum and to address weaknesses and strengths as well as continuing to learn new research based strategies. Mathematics and Reading staff members will work collaboratively in department PLC meetings to “unwrap” and define specific learning goals in correlation with PASS standards in each department. Proficiency for each standard will be determined along with depth of knowledge for student proficiency in meeting each learning goal. In order to reach the goals set for each objective teachers will meet weekly to create and implement common lesson plans that reflect the rigor and relevance needed to improve our achievement levels. More frequent and immediate assessment strategies will be used and will include pre- and post tests and formative assessment for each unit of study in order to determine intervention strategies. Rigor

will be addressed by instruction developed by emphasizing Bloom's higher level thinking skills: analysis, synthesis, and evaluation to create discussion and pre- and post test questions, and daily activities for each unit of study. Staff will continue to implement Literacy First expectations for lesson planning, classroom instruction, and concept development. Marzano's processes for building 'academic vocabulary' will also continue to be used in planning and teaching units of study. Teachers will use vocabulary notebooks and word walls to improve vocabulary achievement. On-going assessment of standards will also be addressed through Benchmark testing three times during the school year using the Click and Learn. Evaluation of student achievement on these Benchmark tests will be monitored by teachers, department heads and administrators and used to determine teacher effectiveness and student needs. Teacher's will develop and implement a research based homework policy that calls for all staff to assign and provide feedback through purposeful homework.

Those students who do not reach a proficient rating on their OCCT test will be given extended learning time during the school day and opportunities for tutoring before and after school in order to further understand and master the objectives which they failed to pass. Students will be enrolled in either 7th or 8th grade "Intensive Reading" classes which will replace one of their electives during each school day. At risk students in both reading and math will also work with "Intervention Specialists" to increase their knowledge of objectives through small group pull-out programs. Academic TEAMS will work collaboratively to create interdisciplinary units of study aligned with state standards to eliminate overlaps and improve cross-curricular alignment of standards. Lesson plans will be evaluated weekly by building administrators to insure the proper process is being followed by the teachers. The structure of the lesson plans should follow the Literacy First, ANATOMY of LESSON guidelines, to balance the amount of time spent on activating prior knowledge, teacher input and student active involvement with an emphasis on actively engaging students in their own learning. The Literacy First Reading specialist will continue to provide assistance in the development of lesson plans.

Timely information will be provided to parents and the community through the school website, district magazine *My Magazine*, monthly newsletters, weekly team letters, district television station. Parents will receive progress reports for student attendance and grades in the third, fifth, and ninth week of each quarter. Teachers will keep records of parental contacts by phone, through e-mail and parent teacher meetings. A **Parent Liaison** will work with the teachers, parents, site social worker and community to relay student information in a timely manner to improve communication and increase involvement for parent/family and the community. Student led teacher conferences will be implemented once during the fall and once during the spring of each school year. The purpose of these conferences will be for the parents to clearly see what their child is achieving in each area of study. Our social worker will also act as an advocate for students and a liaison between the school and Department of Human Services.

The following literature will be studied through departments PLC meetings:

Rethinking Homework by Cathy Vatterott

Classroom Assessment & Grading That Work by Robert J. Marzano

Checking for Understanding: Formative Assessment Techniques for Your Classroom by Douglas Fisher

"Unwrapping" the Standards: A Simple Process to Make Standards Manageable by Larry Ainsworth

Transformation Model Year Two: 2011-2012

Year two of the transformation will begin with an assessment of progress made in meeting the SMART goals. If goals are met all staff will receive incentive stipends of \$1250 per person. In August 2011 Reading and Mathematics Department PLC's will review 2011 OCCT data, measure progress and determine weaknesses and strengths within each PASS standard. Groups will meet to identify best practices needed to address each of the weaknesses. Areas to consider for additional professional

development and training are curriculum alignment, assessment, differentiated instruction, rigor, relevance, relationships and parent/family communication.

Strategies and actions begun in year one will continue through year two. Continuous use of data will identify student needs and drive instruction. All staff will be expected to continue improving instruction by utilizing the best practices they began developing the previous year. New teachers will be assigned professional development based on experience and needs.

The Parent Liaison will measure the effectiveness of communication efforts through parent surveys. Teachers not meeting expectations will be given assistance from department heads, Literacy First Reading specialist and administration.

Professional development will continue in the following areas:

- Interdisciplinary units of study – develop and implement two the first year
- Assessments – Pre and Post tests and formative assessment
- Student Led Conferences
- Implementation of Purposeful Homework and Student Feedback
- Rigor, Relevance, and Relationships
- Great Expectations (Oklahoma)
- Differentiated instruction
- Data analysis

Transformation Model Year Three: 2012-2013

Year three of the transformation model will begin with a review and assessment of student growth and progress made toward meeting the final year of SMART goals. If all goals are met all staff will receive an incentive stipend of \$1500 per person. In August 2012 Reading and Mathematics Department PLC's will review 2012 OCCT data and determine areas of student growth and areas of weakness. Develop plans for addressing those weaknesses and the best practices that will be used to complete the requirements for meeting the SMART goals.

All strategies and actions implemented in the previous two years should be in place and showing measured improvement. Professional development will continue and will include job-embedded professional development to build capacity to sustain growth and maintain improvements.

List of Resources Used

- 2009 School Report Card – Education Oversight Board/Office of Accountability
- OCCT scores
- Benchmark Exams
- Curriculum Map
- Pacing Calendars
- Marzano's Student, Staff, and Parent Survey for WISE

Need's Assessment Committee

- Debra Barger, Principal
- Bonito Gay, Asst. Principal
- Derryl Venters, Curriculum Coordinator,
- Melony Carey, Staff Development Coordinator
- Catherine Dennis, Site Improvement Team
- Tina Greer, Site Improvement Team
- Kathy Rigney, parent

Tier III School Action Plan: Muskogee 7th and 8th Grade Center

SMART Goals: Mathematics

2010-2011 –

- In April 2011 the percentage of 7th and 8th grade students scoring advanced to proficient on the Mathematics OCCT exam will increase from 50% (2010) to 60% in 2011 showing an increase of 10%.
- Increase the percentage of 7th and 8th grade students enrolled in advanced mathematics classes from 22% to 27% based on OCCT test data and placement testing at the beginning of the school year.

2011-2012 –

- In April 2012 the percentage of 7th and 8th grade students scoring advanced to proficient on the Mathematics OCCT exam will increase from 60% (2011) to 75% in 2012 showing an increase of 15%.
- Increase the percentage of 7th and 8th grade students enrolled in advanced mathematics classes from 27% to 32% based on OCCT test data and placement tests given at the beginning of the school year.

2012-2013 –

- In April 2013 the percentage of 7th and 8th grade students scoring advanced to proficient on the Mathematics OCCT exam will increase from 75% (2012) to 90% in 2013 showing an increase of 15%.
- Increase the percentage of 7th and 8th grade students enrolled in advanced mathematics classes from 32% to 37% based on OCCT test data and placement tests given at the beginning of the school year.

Action Plan

Curriculum:

- Utilize teacher collaboration through PLC meetings to:
 - Align units of study to state standards
 - “Unwrap” standards through clearly defined learning goals
 - Determine what proficiency will look like in each standard
 - Define the depth of knowledge needed for proficiency
- Provide professional development to train teachers in other disciplines, particularly non-tested subjects to integrate mathematics into their content areas.
- Increase opportunities for curriculum integration in mathematics through inter-disciplinary units implemented by academic teams at each grade level.
- Improve methods for placing students in advanced math classes using pre-course and placement tests.
- Initiate Rigor and Relevance processes from the International Center for Leadership in Education into the curriculum through training and professional development
- Enhance curriculum with enrichment programs such as MathCounts and American Mathematics Competition

Timeline for Implementation

Timeline for each year of implementation will be the same with ongoing evaluation and assessment of progress towards SMART goals.

2010-2011

August – PLC meeting professional development before the school year begins.

Data Analysis from OCCT Test scores from previous year reviewed annually.

Implement a homework policy prior to the start of the school year.

Assessments administered every two weeks or 10 school days, (4 per quarter) students will be assigned intervention strategies within one

<p>Assessment :</p> <ul style="list-style-type: none"> Analyze test data (OCCT and benchmark exams) to identify gaps in the curriculum and weaknesses in specific standards. Create and administer common assessments designed to measure a specific standards or part of a standard at a prescribed level of proficiency for each grade level to be given at the same time approximately every two weeks. Teach students to use standards rubrics as a tool to monitor progress and use for self-assessment. Use common assessments and benchmark data to identify individual student curriculum needs and assign intervention strategies. Incorporate RTI strategies for identifying students at-risk for low achievement, monitoring student progress, and providing interventions as needed. <p>Instruction:</p> <ul style="list-style-type: none"> Make daily classroom instruction more rigorous by emphasizing problem solving and critical thinking. Develop common lesson plans that provide students with activities and experiences that teach for mastery of skills as well as depth of knowledge. Design and implement an effective research-based homework policy. Enlist the support of a two full time Mathematics Interventionists to: <ul style="list-style-type: none"> Provide instructional support for classroom teachers Provide small group instruction in and outside the classroom for at-risk students Supervise after-school tutoring program Continue to incorporate Marzano’s research based strategies and Literacy First practices. Require each student to keep math notebooks which include standards rubrics for on-going self-assessment and to be used for student-led parent conferences. Combine technology with effective instructional strategies, utilizing available technology. (computers, mobile labs, interactive boards, student response systems, graphing calculators and software) 	<p>week of assessment.</p> <p>October – First integrated unit First benchmark exam Student led parent/teacher conferences</p> <p>January – Second benchmark exam</p> <p>February – Second integrated unit</p> <p>March – Third benchmark exam</p> <p>PLC Meetings – weekly Academic Team meetings – twice weekly</p> <p>2011-2012 and 2012-2013</p> <p>August – Review, evaluate effectiveness and update homework policy as needed.</p> <p>September - Academic Teams evaluate the effectiveness of the two multi-disciplinary units taught the previous year.</p> <p>Analyze data and evaluate progress toward SMART goals.</p> <p>Continue weekly PLC meetings and twice weekly academic team meetings.</p> <p>Benchmark testing: October, January and March</p>
<p>Resources Needed</p>	

Professional development in the areas of:

Rigor, Relevance and Relationships: International Center for Educational Leadership

Response to Intervention: State Department of Education

Differentiated Learning: State Department of Education

Integrating math into other content areas

Developing and teaching multi-disciplinary units

Technology in the classroom

Formative and Summative Assessments

“Unwrapping” the Standards: A Simple Process to Make Standards Manageable by Larry Ainsworth

Rethinking Homework by Cathy Vatterott

The Essentials of Mathematics, Grades 7-12 by Kathy Checkley

Using Technology with Classroom Instruction that Works by Howard Pitler

Classroom Assessment & Grading That Work by Robert J. Marzano

Checking for Understanding: Formative Assessment Techniques for Your Classroom by Douglas Fisher

Two Full time Math Interventionists (One will work with 7th grade and one will work with 8th grade)

Meeting times for collaboration and study: Departments (PLC) and Academic Teams

Course Syllabus, course outlines, curriculum pacing calendars, and PASS standards rubrics

Tier III School Action Plan: Muskogee 7th & 8th Grade Center

SMART Goals: Reading

- 2010-2011 – 1. We will increase the number of students passing reading by 8%.
 2. We will increase the number of students passing the OCCT/state standards requirement in reading by 8%. Total pass rate will equal 70%.
- 2011-2012 – 1. We will increase the number of students passing reading by 9%.
 2. We will increase the number of students passing the OCCT/state standards requirement in reading by 8%. Total pass rate will equal 80%.
- 2012-2013 – 1. We will increase the number of students passing reading by 10%.
 2. We will increase the number of students passing the OCCT/state standards requirement in reading by 8%. Total pass rate will equal 90%.

Action Plan

Timeline for Implementation

Curriculum:

- ❖ Utilize teacher collaboration through PLC meetings to:
- ❖ Define SPECIFIC Learning Goals in correlation with PASS standards and OCCT state tested standards to align units of study to state standards.
- ❖ Determine what proficiency will look like in each standard.
- ❖ Define the depth of knowledge needed for proficiency
- ❖ Reading and English teachers will create collaborative curriculum maps aligned with state language arts objectives to prevent overlaps and gaps in curriculum.

Timeline for each year of implementation will be the same with ongoing evaluation and assessment of progress towards SMART goals.

2010-2011

August – PLC meetings, TEAM meetings, and professional development prior to beginning of school.

Assessment:

- ❖ Analyze OCCT and Benchmark assessments and to identify gaps in curriculum and address weaknesses in specific standards.
- ❖ Create and administer common Pretest and Post-test for use before and after each unit of study designed to measure specific state standards.

Data Analysis from OCCT scores from previous year reviewed annually.

Implement a homework policy prior to the start of school year.

Department PLC meetings to be held weekly.

Instruction:

- ❖ Make daily classroom instruction more rigorous by emphasizing Bloom’s higher level critical thinking skills: Analysis, Synthesis, and Evaluation
- ❖ Maintain collaborative work on lesson plans aligned with state standards for each unit of study providing activities that are directed toward student mastery of skill as well as depth of knowledge.
- ❖ Continue to use Literacy First research based processes to develop specific strategies to address weaknesses in specific standard.
- ❖ Proceed to use Marzano’s processes to teach Tier III Academic Vocabulary.
- ❖ Provided a purposeful research-based homework policy.
- ❖ Enlist the support of Reading Interventionist for both 7th & 8th grades to provide small group instruction in and outside of the classroom for at-risk students.

Academic TEAM meetings to be held bi-weekly.

Interdisciplinary Units – one unit to be created and taught during each semester of the school year.

Pretest administered before the beginning of each unit and a Post test to follow each unit. (4 per quarter).

Intervention strategies will be determined for students with one week of the Post unit assessment.

- ❖ Intensive Reading classes will replace one elective for those students scoring LK or below on previous years OCCT.
- ❖ TEAMS will work collaboratively to create Interdisciplinary
- ❖ Units of study aligned with state standards to eliminate overlaps and close gaps in curriculum.
- ❖ Teachers will provide differentiated instructional strategies to meet specific student needs.

October –
 First interdisciplinary unit.
 Benchmark I
 Student Led – Parent Conferences

January – Benchmark II

February –
 Second interdisciplinary unit.

March – Benchmark III

Progress reports will be sent home at the end of the 3rd – 5th – 9th weeks of each quarter of each school year.

Beginning in the Fall of 2010 one student led conference will be held each semester.

Interdisciplinary TEAMS will send home Quarterly newsletters to parents beginning in the Fall of 2010.

2011-2012 and 2012 – 2013

August -

Evaluate effectiveness and update homework policy as needed.

Analyze data and evaluate progress toward SMART goals.

Proceed with:

Weekly PLC meetings

Bi-weekly academic TEAM meetings

October – Benchmark I

January – Benchmark II

March – Benchmark III

September –

Academic TEAMS evaluate the effectiveness of the multi-disciplinary units taught the previous year.

Resources Needed

1. Cooperation of staff and administration in reaching the school goals.
2. Professional development on the creation of Interdisciplinary Units of study. (NMSA)
3. Professional development on creating and implementing the use of Pre- and Post Unit Formative Assessments. (NMSA)
4. Professional development on creating and holding Student Led Conferences.
5. Professional development on differentiating student instruction and activities.
6. Department (Reading) Preparation time allotted in each school day through common areas of planning periods.
7. Interdisciplinary preparation by the cooperation of each TEAM members.
8. Professional development on how to implement purposeful homework and feedback to students.
9. Professional development on Rigor, Relevance, and Relationships/Goal Filled Lessons from International Center for Leadership in Education.
10. Classroom Assessment & Grading That Work by Robert J. Marzano
11. Checking for Understanding: Formative Assessment Techniques for Your Classroom by Douglas Fisher
12. "Unwrapping" the Standards: A Simple Process to Make Standards Manageable by Larry Ainsworth
13. Rethinking Homework by Cathy Vatterott

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.

SITE PROFILE

SITE: Muskogee 7th and 8th GRADE CENTER

Contact: Debra Barger, Principal

Phone: 918-684-3775 Fax: 918-684-3776 Email: debra-barger@mpsi20.org

STUDENT DATA

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other	% Male	% Female
2005-2006	753	28%	30%	7%	1%	34%	0%	50%	50%
2006-2007	709	25%	32%	8%	1%	34%	0%	53%	47%
2007-2008	710	25%	33%	8%	1%	33%	0%	51%	49%
2008-2009	744	23%	35%	7%	1%	34%	0%	51%	49%
2009-2010	720	21%	34%	9%	1%	35%	0	53%	47%

STUDENT ATTENDANCE RATE

Year	Average Number Days Absent Per Student	
2005-06	13.6	92% in attendance
2006-07	13.7	92% in attendance

2007-08	13.7	92% in attendance
2008-09	13.7	92% in attendance
2009-10	13.6	92% in attendance

Free/Reduced Lunch	Number	Percent of Student Population
2005-2006	569	73%
2006-2007	534	74%
2007-2008	548	75%
2008-2009	744	73%
2009-2010	723	72%
Students with Individualized Education Programs (IEP)	Program Enrollment	Percent of Student Population
2005-2006	127	16%
2006-2007	102	14%
2007-2008	101	14%
2008-2009	126	16%
2009-2010	125	17%
English Language Learners (ELL)	Program Enrollment	Percent of Student Population
2005-2006	31	4%
2006-2007	26	3%
2007-2008	25	3%
2008-2009	32	4%
2009-2010	37	5%

Gifted/Talented	Program Enrollment	Percent of Student Population
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2005-2006	256	34%
2006-2007	311	44%
2007-2008	129 2008 Duke Talent Search Results 13 Applied 11 Tested 4 Qualified for STATE 1 Qualified for GRAND	19%
2008-2009	126	16%
2009-2010	116 24 qualified for Duke Talent Search	11%

Attrition Rate of Counselors	Number	Percent of Counselors
2005-2006	3	100%
2006-2007	3	100%
2007-2008	3	100%
2008-2009	3	100%
2009-2010	3	100%

Number of Certified Teachers	Number of HQT Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for one or more during the school day
2007-2008	100%	0
2008-2009	100%	0
2009-2010	100%	0

School Level Data

a. Number of minutes in the school year: **73,500**

- b. Participation rate by subgroup on State assessments in reading/language arts and mathematics:
See participation rate charts p.28 - 31
- c. Dropout rate: **Does not apply to site.**
- d. Graduation rate: **Does not apply to site.**
- e. Student attendance rate: **92%**
- f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes:
22%
- g. Discipline incidents: **912**
- h. Truancy rate: **8%**
- i. Distribution of teachers by experience and student achievement:
Will implement a plan and begin this practice in the 2010-2011 SY.
- j. Teacher attendance rate: **88%**

ACADEMIC PROFILE

% of Students Proficient

OCCT Grade 8 MATH

Median OPI Range Scores:

801-990 ADVANCED

700-800 SATISFACTORY

636-699 LIMITED KNOWLEDGE

400-635 UNSATISFACTORY

Year	ALL	Reg ED	Black	Am Indian	Hispanic	Asian	White	Other	ELL	IEP	Male	Female	Econo Disadv Reg Ed	OPI Reg. Ed
2005- 06	60%	63%	49%	64%	54%	88%	76%	47%	0%	31%	66%	60%	52%	726
2006- 07	73%	68%	56%	72%	80%	100%	83%	0 tested	74%	23%	70%	77%	67%	732
2007- 08	67%	69%	53%	73%	67%	0 teste d	72%	84%	71%	27%	73%	64%	65%	732

2008-09	36%	39%	27%	33%	11%	100%	44%	***	***	5%	36%	37%	25%	67%
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Median OPI Range Scores:

801-990 ADVANCED

700-800 SATISFACTORY

636-699 LIMITED KNOWLEDGE

400-635 UNSATISFACTORY

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2006-07	73%	68%	56%	72%	80%	100%	83%	0 tested	74%	23%	70%	77%	67%	732
2007-08	67%	69%	53%	73%	67%	0	72%	84%	71%	27%	73%	64%	65%	732
2008-09														

% of Student Proficient

OCCT Grade 8 Reading/Language Arts

Median OPI Score

838-990 ADVANCED

700-837 SATISFACTORY

638-699 LIMITED KNOWLEDGE

400-637 UNSATISFACTORY

Year	ALL	Reg Ed	Black	Am Indian	Hispanic	Asian	White	Other	ELL	IEP	Male	Female	Econo Disadv	OPI
2005	68	74%	59%	77%	62%	100%	83%	60%	0%	16%	69%	77%	66%	742

-06	%													
2006 -07	72 %	77%	62%	77%	100%	100%	83%	0 teste d	73%	18%	76%	77%	100%	748 (only 3 scores)
2007 -08	71 %	74%	64%	83%	80%	100%	78%	82%	50%	30%	77%	75%	76%	739
2008 -09	58 %	61%	43%	73%	22%	50%	62%	71%	14%	14%	59%	58%	47%	708

2006 ACADEMIC PERFORMANCE INDEX and ADEQUATE YEARLY PROGRESS

Student Group	Math API	Reading API	% TESTED PARTICIPATION RATE	TOTAL API
Reg Ed	981	1046	99.3%	990
ELL	***	***	***	***
IEP	<u>233 SH</u>	<u>90 SH</u>	100%	268
All	883	863	99.4%	864
MALE	873	<u>736 SH</u>	99.5%	803
FEMALE	896	983	99.2%	92.4
BLACK	<u>579 SH</u>	<u>632 SH</u>	98.6%	579
HISPANIC	***	***	100%	687
AMERICAN INDIAN	957	961	100%	94.2
ASIAN	***	***	***	***
WHITE	1075	1120	99.3	1066
OTHER	***	***	***	538
ECON DISADV	<u>760 SH</u>	<u>710 SH</u>	99.6%	740

2007 ACADEMIC PERFORMANCE INDEX and ADEQUATE YEARLY PROGRESS

STUDENT GROUP	MATH API	READING API	% of Students Tested PARTICIPATION RATE	TOTAL API
Reg Ed	1069	1082	99.4%	1047
ELL	***	***	96.6%	885
IEP	<u>481SH</u>	<u>297SH</u>	92.2	429
All	988	902	95.2%	929
MALE	987	<u>827SH</u>	97.6%	896
FEMALE	997	991	97.3%	973
BLACK	<u>717SH</u>	<u>689SH</u>	96.6%	711
AMERICAN INDIAN	1051	081	96.3%	993
HISPANIC	***	***	98.1%	934
ASIAN	***	***	***	***
WHITE	1127	1036	96.6	1052
OTHER	***	***	***	***
ECONO DISADV	***	***	***	718

STUDENT GROUP	MATH		READING		% STUDENTS TESTED		TOTAL API
	API	APIwCI	API	APIwCI	MATH	READING	
Reg Ed	1143	1174CI	1075	1108CI	97.0%	96.2%	1075
ELL	1190	1460CI	<u>750SH</u>	1108CI	97.7%	95.5%	952
IEP	<u>688SH</u>	850CI	<u>359SH</u>	482CI	86.2%	89.1%	554
ALL	1085	1118CI	949	992CI	94.7%	95.0%	993
MALE	1082	***	917	***	95.7%	95.9%	978
FEMALE	1085	***	996	***	95.5%	96.6%	1014
BLACK	<u>869SH</u>	996CI	<u>662SH</u>	998CI	95.1%	95.1%	856

AMERICAN INDIAN	1221	1297CI	1058	1146CI	95.7%	96.0%	1102
HISPANIC	1094	1323CI	<u>694SH</u>	979CI	96.2%	96.8%	885
ASIAN	***	***	***	***	***	***	***
WHITE	1128	1187CI	988	1062CI	95.8%	95.0%	1029
OTHER	1120	1385CI	930	1243CI	***	95.7%	1001
ECON DISADV	1014	1056CI	<u>866SH</u>	921CI	***	94.9%	924

2

Seventh & Eighth Grade Center (M) OK-SIP

Indicator Assessment, Key Indicators are shown in Red

May 20, 2010

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:	2	
Level of Development:	<i>Limited Development</i>	
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:	All core subjects are aligned to PASS. School year 2010-11, we will "unwrap" each standard and set learning goals associated with each standard.	

EEIA-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:	<i>Limited Development</i>	
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:	Each core academic PLC Team will review in depth the Curriculum Maps, Pacing Calendars and Syllabus to determine overlaps and gaps during the 2010-11 school year.	

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:	<i>Limited Development</i>	
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:	We will evaluate our method of identifying students with Special Needs to include the High Achievers as well as students in need of RTI.	

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:	1	
Level of Development:	<i>No development or Implementation</i> <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:	Professional Development will be provided each year on using assessments to drive instruction; pre/post and formative assessments	

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:	1	
Level of Development:	<i>No development or Implementation</i> <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:	The site will include professional development on "Using Assessments to Drive Instruction" each year of the grant; Pre/Post and formative assessments.	

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: 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: We have contracted with Literacy 1st for the past 2 years to learn and implement research-based teaching practices and strategies. The administrators and Literacy 1st Coach will continue to monitor and advise all teachers with implementation. The Math department has budgeted for specific professional development to include but not limited to; Math Integration into other Content Areas, Using Technology to enhance Math Instruction, TI (Texas Instruments) Graphing Calculators in the Classroom.

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: Administrators will closely monitor individual teacher's level of performance on Literacy 1st teaching practices and monitor common lesson plans.

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

Assess

Rubric Score: 1
 Level of Development: *No development or Implementation*
Will include in plan
 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 Plan includes professional development on Differentiated Teaching Strategies for all subject areas. This is a very weak area of instruction for our stie.

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

Assess

Rubric Score:	1	
Level of Development:	<i>No development or Implementation</i>	
	<i>Will include in plan</i>	
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:	Individual teachers do their "own Thing". Some give homework, others never do. Some give grades, others use as a daily review. We will address homework in our plan.	

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:	<i>Limited Development</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:	The culture of the school is toxic. With the continued support from Central Office, Toxic teachers are on a Plan of Improvement, other teachers are being reassigned to other schools.	

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

Assess

Rubric Score:	2	
Level of Development:	<i>Limited Development</i>	
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 Teacher's attitudes and beliefs about students are extremely negative, most of these same teachers have very weak classroom management skills. Professional Development will be included in the plan to address this issue.

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

Assess

Rubric Score:	2	
Level of Development:	<i>Limited Development</i>	
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 teachers accepts and understands their role on students' successes and failures. Many others do not believe they are accountable for student outcomes because of the many "issues" that the students come to school with.

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

Assess

Rubric Score:	2	
Level of Development:	<i>Limited Development</i>	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(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 have made improvements in meaningful communications with parents. WE have increased our progress reports from every 5 weeks to every 3 weeks. Our plan include to begin learning how to have effective Student Led Conferences. Our Video production classes are going to video top-notch teachers as they teach each standard. The videos will be shown on our District's TV channel so parents can learn step-by-step how to help their child on specific skills.

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:	<i>Limited Development</i>	
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:	WE have some families as active partners and we now have 2 businesses as PIE . We are working to gain several additional Partners in Education.	

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:	3	
Level of Development:	<i>Full Implementation</i>	
Evidence:	After school tutoring funded by Title I is available to all students as well as after school 21st CCLC Clubs and tutoring. No student is omitted from any co or -extra curricular activity.	

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:	<i>Limited Development</i>	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(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:	All parents have access to their child's grades and attendance on Parent Portal of our student management system. The attendance secretary calls parents evy day concerning absences.	

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:	3	
Level of Development:	<i>Full Implementation</i>	

Evidence: All professional development for our site is based from our needs assessments and goals that have been set by Teams and departments.

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:	<i>Limited Development</i>	
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:	The School Improvement Team (Department Heads) attended the Data Analysis workshop by the SDE. The rest of the staff has some training this year on data analysis by the National Middle School Association. As important as this is, we are including this in our plan.	

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:	2	
Level of Development:	<i>Limited Development</i>	
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:	The staff has had limited training in Professional Learning Communities. Each department meets weekly for a PLC meeting. We have not begun the process of peer observation, but have included it in our plan to start in 2010-22.	

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:	<i>Limited Development</i>	
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:		Feedback to teachers is limited to a Literacy 1st walk-through form. LEadership training is in our plan for professional development.

Collaborative Leadership-Effective Leaders

Leadership

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

Assess

Rubric Score:	2	
Level of Development:		<i>Limited Development</i>
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:		The school has a Vision, it is talked about many times throughout the year. But practices are not aligned to match the vision. This is be included in our plan.

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:		<i>Limited Development</i>
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:		We have just begun to us data in a collaborative way. Leadership training will be on-going and included in our plan.

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:	3	
Level of Development:		<i>Full Implementation</i>

Evidence:

The School Improvement Team uses many forms of data to assess our needs. The needs are identified but our Pyramid of Interventions must be strengthened to be effective. Pyramid of Interventions is included in our plan.

Collaborative Leadership-Effective Leaders

Organizational Structure and Resources

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

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 district assigns non-instructional staff and many times they assign teachers to our site based on other sites wanting to remove staff. The district is working with the principal to rectify this issue.

EEIIB-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: 9 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (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: Leadership has put some practices into place to limit classroom interruptions, although there are still many issues to confront. Classroom time analysis will be discussed in the upcoming year.

EEIIB-8.09 School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)

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:	School Improvement funds have been used for Language Arts and Math, areas of school improvement. With limited funds from the district, there are other needs that should be addressed, these are addressed in our plan.	

Collaborative Leadership-Effective Leaders

Comprehensive and Effective Planning

EEIIC-9.01 School leadership uses a collaborative process to develop vision, beliefs, mission, and goals. (305)

Assess

Rubric Score:	2	
Level of Development:	<i>Limited Development</i>	
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:	School leadership establishes a collaborative process to develop and review the vision, beliefs, mission, and goals of the school. The entire staff is given the opportunity to participate, but some choose not to be involved.
--	--

EEIIC-9.05 School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)

Assess

Rubric Score:	2	
Level of Development:	<i>Limited Development</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:

Some teams have focused on the low achievement levels of subgroups, but more needs to be done. Professional Development has provided some research-based action steps for implementing activities aligned with school improvement goals. Resources have been provided but with only limited use because of a lack of training. There is not a plan for shared responsibility and monitoring of implementation. Planning teams have developed action steps, resources and timelines for implementation. Improvement is needed in the day-to-day monitoring of implementation. Distributed leadership and shared responsibility for student learning are needed and can be accomplished through more collaborative teaming, professional development and training.

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:

Department leaders and staff collect and analyze data from benchmark exams and OCCT tests but have not worked specifically with school improvement plan goals. All staff need to be made aware of specific goals set by the comprehensive school improvement plan and accept shared responsibility for meeting these goals.

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 \$ 2,164,740 District: Muskogee I 020 County: Muskogee 51 Code

Object	Function	Instruction 1000	Guidance Services 2120	Improvement of Instruction 2210		Parental Advisory Committee 2190	Academic Student Assessment 2240	Personnel (Staff) Services 2570	Subtotals
				Curriculum Development 2212	Staff Training 2213				
100	Salaries	6,000,000.00	150,000.00			90,000.00		1,380,000.00	
200	Benefits	1,680,000.00	42,000.00			25,000.00		2,380,000.00	
300	Professional Services								250,740.00
400	Property Services								
500	Other Services								
600	Materials	47,600.00						30,000.00	60,000.00
700	Property	40,000.00							47,600.00
800	Other Objects								40,000.00
Subtotals		8,55,600.00	192,000.00	879,780.00	115,200.00	122,160.00			2,164,740.00
TOTAL BUDGET									2,164,740.00

Authorized Signature:  Date: 5-20-10

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 \$ 755,980 District: Muskogee Public Schools020 Name: Muskogee Code: 51

Object	Function	Instruction 1000	Guidance Services 2120	Improvement of Instruction 2210		Parental Advisory Committee 2190	Academic Student Assessment 2240	Personnel (Staff) Services 2570	Subtotals
				Curriculum Development 2212	Staff Training 2213				
100	Salaries	\$200,000.00	\$50,000.00		\$156,000.00	\$30,000.00		24,000.00	\$436,000.00
200	Benefits		\$14,000.00		\$43,680.00	\$8,400.00		\$6,720.00	\$128,800.00
300	Professional Services				\$83,580.00				\$83,580.00
400	Property Services								
500	Other Services								
600	Materials	\$47,600.00			\$10,000.00			\$10,000.00	\$20,000.00
700	Property	\$40,000.00							\$47,600.00
800	Other Objects								\$40,000.00
Subtotals		\$343,600.00	\$64,000.00		\$293,260.00	\$38,400.00		\$16,720.00	\$755,980.00

Authorized Signature:  Date: 5-20-10 **TOTAL BUDGET** \$755,980.00

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: Mustange Public Schools

51/1020
County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)		Expenditure Description and Itemization		Subtotals	
Function	Object	Name	Position & Grade	FTE	Salary
2570	100	TBA	Turnaround Officer	.5 FTE	\$20,000.00
2190	100	TBA	Parent Liason	FTE	\$30,000.00
2120	100	TBA	Behavior Intervention Specialist	FTE	\$50,000.00
2570	200		Turnaround Officer		\$90,000.00
2190	200	Behavior Interventionist			\$5,600.00
2120	200	Parent Liason			\$8,400.00
1000	300		Professional Services		\$14,000.00
1000	600	60 laptop computers for math classrooms graphing calculators 1 set of 30			\$41,000.00
1000	700	Math software "I CAN LEARN"			\$3,600.00
					\$40,000.00
2570	100	Incentive pay for 4 administrators	Itemize Staff Training		\$4,000.00
	200	for Incentive pay			\$1,120.00
2570	500	Travel expenses for required meetings and to visit high performing schools	List any additional codes & explanations here		\$10,000.00
2213	500	Travel expenses for required meetings and to visit high performing schools			\$10,000.00
Site Total					\$327,720.00

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

Project Code: **537**

District: Muskogee Public Schools

51 1020

County/District Code

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	FTE	Salary	Subtotals
1000	100	TBA	Position & Grade			
		TBA	7th grade Math Interventionist	FTE	40,000	
		TBA	8th grade Math Interventionist	FTE	40,000	
		TBA	7th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Math Teacher	FTE	40,000	\$200,000.00
1000	200		Benefits for 4 Interventions and Math Teacher (28%)			\$56,000.00
1000	300		Professional Services			
			International Center for Leadership in Education. 5 day Teacher Institute			
1000	300		\$3,100 per day + travel per consultant 5 days x 2 consultant	35,080		\$35,080.00
			National Middle School Association 10 days staff professional development plus 10 days for Principal, Asst. Principals and Leadership Teams			
			\$2,000 + travel per day 20 days x 2,000 + travel			\$49,500.00
2213	100		Itemize Staff Training			
			STIPENDS 5 day Teacher Institute \$300.00 per staff per day \$300.00 x 65 x 5 = 97,500			\$97,500.00
			New Teacher Orientation 5 days @ \$25.00 per hr x 6 hrs per day x 7 new teachers			\$5,250.00
			5 days @ \$25.00 per hr x 6 hrs x 7 mentors + 30 additional for ongoing support			\$10,500.00
			INCENTIVE STIPEND \$1,000 X 64 staff			\$64,000.00
			Site Total			\$517,830.00

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

Project Code: 537 FY2012 Requested \$ 92,380 District: Muskogee Pt Name: _____ Code: _____
 County: Muskogee Name: _____ Code: _____

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	Staff Training 2213				
100	Salaries	\$200,000.00	\$50,000.00		\$156,000.00	\$30,000.00		\$24,000.00	\$460,000.00
200	Benefits	\$56,000.00	\$14,000.00		\$43,680.00	\$8,400.00		\$6,720.00	\$128,800.00
300	Professional Services				\$83,580.00				\$83,580.00
400	Property Services								
500	Other Services				\$10,000.00			\$10,000.00	\$20,000.00
600	Materials								
700	Property								
800	Other Objects								
Subtotals		\$256,000.00	\$64,000.00		\$293,260.00	\$38,400.00		\$40,720.00	\$692,380.00
TOTAL BUDGET									\$692,380.00

Authorized Signature: *Mike Jankle* Date: 5-20-10

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 FY20 ~~F-~~

Project Code: 537 District: Muskogee Public Schools Name: 51 IO20

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	TBA	7th grade Math Interventionist	FTE	40,000	
		TBA	8th grade Math Interventionist	FTE	40,000	
		TBA	7th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Math Teacher	FTE	40,000	
1000	200		Benefits			\$200,000.00
			Benefits for 4 Interventions and Math Teacher (28%)			\$56,000.00
1000	300		Professional Services			
			International Center for Leadership in Education. 5 day Teacher Institute			
1000	500		\$3,100 per day + travel per consultant 5 days x 2 consultant	35,080		\$35,080.00
			National Middle School Association 10 days staff professional development plus 10 days for Principal, Asst. Principals and Leadership Teams			
			\$2,000 + travel per day 20 days x 2,000 + travel			\$49,500.00
2213	100		Itemize Staff Training			
			STIPENDS 5 day Teacher Institute \$300.00 per staff per day \$300.00 x 65 x 5 = 97,500			\$97,500.00
			New Teacher Orientation 5 days @ \$25.00 per hr x 6 hrs per day x 7 new teachers			\$5,250.00
			5 days @ \$25.00 per hr x 6 hrs x 7 mentors + 30 additional for ongoing support			\$10,500.00
			INCENTIVE STIPEND \$1,000 X 64 staff			\$64,000.00
Site Total						\$517,830.00

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2012

51/1020

District: Mustkiagee Public Schools

Project Code: 537

Function	Object	Name	Position & Grade	FTE	Salary	Subtotals
2570	100	TBA	Turnaround Officer	.5 FTE	20,000	\$20,000.00
2190	100	TBA	Parent Liason	FTE	30,000	\$30,000.00
2120	100	TBA	Behavior Intervention Specialist	FTE	50,000	\$50,000.00
2570	200					\$90,000.00
2190	200	Behavior Interventionist	Turnaround Officer			\$5,600.00
2120	200	Parent Liason				\$8,400.00
1000	300		Professional Services			\$14,000.00
1000	600		Itemize all projected purchases for Materials			
1000						
2570	100		Itemize Staff Training			\$4,000.00
	200	Incentive pay for 4 administrators 1,000 per for incentive pay				\$1,120.00
2570	500					\$10,000.00
2213	500	Travel expenses for required meetings and to visit high performing schools				\$10,000.00
		Travel expenses for required meetings and to visit high performing schools				\$10,000.00
Site Total						\$243,120

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

County/District Code

Expenditure Description and Itemization

List any additional codes & explanations here

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

Project Code: 537 FY2012 Requested \$ 697,380 District: Muskogee Pt County: Muskogee I020

Name _____ Code _____

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	Staff Training 2213				
100	Salaries	\$200,000.00	\$50,000.00		\$156,000.00	\$30,000.00		\$24,000.00	\$460,000.00
200	Benefits	\$56,000.00	\$14,000.00		\$43,680.00	\$8,400.00		\$6,720.00	\$128,800.00
300	Professional Services				\$83,580.00				\$83,580.00
400	Property Services								
500	Other Services							\$10,000.00	\$20,000.00
600	Materials								
700	Property								
800	Other Objects								
Subtotals		\$256,000.00	\$64,000.00		\$293,260.00	\$38,400.00		\$40,720.00	\$692,380.00
									TOTAL BUDGET
Authorized Signature: 									Date: <u>5-20-10</u>

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.
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**Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2013**

Project Code: 537 District: Musthoge Public Schools Name: 51 I020 County/District Code

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

Function	Object	Name	Position & Grade	FTE	Salary	Subtotals
1000	100	TBA	7th grade Math Interventionist	FTE	40,000	
		TBA	8th grade Math Interventionist	FTE	40,000	
		TBA	7th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Reading Interventionist	FTE	40,000	
		TBA	8th grade Math Teacher	FTE	40,000	
1000	200		Benefits for 4 Interventions and Math Teacher (28%)			\$200,000.00
1000	300		Professional Services			
1000	300		International Center for Leadership in Education. 5 day Teacher Institute			\$56,000.00
			\$3,100 per day + travel per consultant 5 days x 2 consultant	35,080		
			National Middle School Association 10 days staff professional development plus 10 days for Principal, Asst. Principals and Leadership Teams			\$35,080.00
			\$2,000 + travel per day 20 days x 2,000 + travel			\$49,500.00
2213	100		Itemize Staff Training			
			STIPENDS 5 day Teacher Institute \$300.00 per staff per day \$300.00 x 65 x 5 = 97,500			\$97,500.00
			New Teacher Orientation 5 days @ \$25.00 per hr x 6 hrs per day x 7 new teachers			\$5,250.00
			5 days @ \$25.00 per hr x 6 hrs x 7 mentors + 30 additional for ongoing support			\$10,500.00
			INCENTIVE STIPEND \$1,000 X 64 staff			\$64,000.00
Site Total						\$517,830.00

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2013

District: Mustoge Public Schools

Project Code: 537

51/1020

County/District Code

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

Function	Object	Name	Position & Grade	FTE	Salary	Subtotals
2570	100	TBA	Turnaround Officer	.5 FTE	20,000	\$20,000.00
2190	100	TBA	Parent Liason	FTE	30,000	\$30,000.00
2120	100	TBA	Behavior Intervention Specialist	FTE	50,000	\$50,000.00
2570	200					\$90,000.00
2190	200	Behavior Interventionist	Turnaround Officer			\$5,600.00
2120	200	Parent Liason				\$8,400.00
1000	300		Professional Services			\$14,000.00
1000	600		Itemize all projected purchases for Materials			
1000						
2570	100	Incentive pay for 4 administrators for Incentive pay	Itemize Staff Training			\$4,000.00
2570	200					\$1,120.00
2570	500	Travel expenses for required meetings and to visit high performing schools	List any additional codes & explanations here			\$10,000.00
2213	500	Travel expenses for required meetings and to visit high performing schools				\$10,000.00

Site Total **\$243,720**

Proposed 1003(g) Personnel - LEA

List any LEA 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
									\$0.00
									\$0.00
									\$0.00
									\$0.00

Job Description(s) for Title IA Funded Personnel

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

Job Title: Enter Job Title here.

Enter job description here.

Job Title:	Math Interventionist	210	(17)	(10)	8	2200	1070/100	40
Job Title:	Reading Interventionist	210	(17)	(10)	8	1130	1000/100	40
Job Title:	Math Teacher	210	8	2200	1070/100	40		

Proposed 1003(g) Personnel - LEA

List any LEA 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	0.50	\$18,230.00	\$18,230.00	\$36,460.00
										\$0.00
										\$0.00
										\$0.00
										\$0.00

Job Description(s) for Title IA Funded Personnel

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

Job Title: Enter Job Title here.

Enter job description here.

Job Title:	Behavior Interventionist	FT	\$0,000
Job Title:	Parent Liason	FT	\$0,000
Job Title:	Turnaround office	1.5	\$0,000