

OKLAHOMA LEA APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(g)

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

School Improvement Grants (SIG), 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).

Oklahoma’s Definition of Persistently Lowest-Achieving Schools-Priority Schools: On February 8, 2012 the United States Department of Education approved Oklahoma’s ESEA Flexibility Waiver. The **Priority School definition (as modified from ESEA Flexibility Waiver for Oklahoma)** is used to define Oklahoma’s Persistently Lowest-Achieving Schools. A Priority School is: (1) a Title I school among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; (2) a school among the lowest five percent of all schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; (3) a Title I-participating, a Title I-eligible, and/or a non-Title I high school with a graduation rate less than 60 percent for three consecutive years; or (4) All Priority Schools receiving SIG funds to implement a school intervention model. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state. Any sections that formally apply to Tier I, Tier II, and Tier III schools now apply to Priority Schools.

Oklahoma’s Definition of Focus Schools: As part of Oklahoma’s ESEA flexibility waiver, the Department is required to annually identify based on the most recent data available, Title I schools that have specific ESEA subgroups with low achievement and/or graduation rates as “Focus” schools. In Oklahoma, those subgroups are African-American, Limited English Proficiency, and Special Education students for low achievement. The subgroups for low graduation rates are African-American and Hispanic students.

The U.S. Department of Education requires the number of Focus Schools must be at least 10 percent of the total number of Title I schools in Oklahoma. To satisfy this requirement, schools that satisfy all of the following criteria will be identified as Focus Schools:

1. The school must have a sufficient proportion of their student population belong to at least one of the focus-eligible subgroups.
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 - a. The school’s performance on federally required reading and math assessments (i.e., Reading and Math in grades 3-8, Algebra I, and English II) for a focus-eligible subgroup is at or below the focus cut score for that year and subgroup, or
 - b. the average of the school’s graduation rates for a focus-eligible subgroup from the three most recently reported school years is at or below the focus graduation cut for that year and subgroup, unless the school’s graduation rate has significantly improved during that time.
3. The school is not already identified as a Priority school.

Schools currently receiving the SIG grant are not eligible to apply for this competition. Additionally, references made throughout the application to school improvement, corrective action, and restructuring, no longer exist under the ESEA Flexibility Waiver for

Oklahoma. **SIX INTERVENTION MODELS:**

Any Priority 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, if agreed upon by the LEA, SEA, and USDE), rehire no more than 50% of the staff, and grant greater autonomy to the principal.

Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

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, if agreed upon by the LEA, SEA, and USDE) 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.

Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

NEW MODELS

Evidence-based, whole-school reform model –**Only the approved models listed on United States Department of Education’s webpage can be adopted.** This information can be found at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. Under the final requirements, an evidence based, whole school reform model: (1) Is supported by evidence of effectiveness, which must include at least one study of the model that (A) Meets What Works Clearinghouse evidence standards with or without reservation; (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding

unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and (c) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section); (2) Is a whole-school reform model as defined in these requirements; and (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Early learning model: Implement each of the following strategies: (A) Offer full-day Kindergarten; (B) Establish or expand a high-quality preschool program (as defined in these requirements); (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; (3) Replace the principal (although a principal recently hired in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE); (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals; (5) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system; (7) Use data to identify and implement an instructional program; (8) 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 educational and developmental needs of individual students; (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring 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 implement successfully school reform strategies.

TURNAROUND OFFICE(R)

Turnaround Office(r) – Schools must employ an FTE as a school 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 school's progress and efforts toward meeting the goals of the 1003(g) grant.

Job Description of Turnaround Officer –

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.

- Liaise between the OSDE, School Support Team Leader(s), central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to OSDE.
- Attend all OSDE required professional development and meetings.

ADDITIONAL OKLAHOMA REQUIREMENTS 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 Priority 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 Priority School or Focus School. Additionally, the LEA must also provide a five (5) day teacher academy or institute on school improvement initiatives and information about the requirements of the 1003(g) grant.

New Teachers –LEAs must provide additional training on the requirements of the 1003(g) grant, the chosen intervention model, and initiatives to support school improvement efforts for new teachers that join turnaround schools after the start of implementation of the selected intervention model.

Resources and meetings – LEAs must utilize the OSDE’s State System of Support for technical assistance. The SEA Office of School Turnaround will provide support and perform site visits at each Priority School receiving 1003(g) funds. The primary function of SEA site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. Priority Schools and Focus Schools will be required to utilize a Web-based integrated planning tool. This online planning and coaching tool will allow the SEA to continuously monitor a school’s progress toward goals. The coaching feature of this online system also provides opportunities for Priority Schools and Focus Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools and Focus Schools 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. At least twice a year, the SEA will conduct a meeting for all SIG cohort groups to provide additional PD and allow networking among all Priority Schools and Focus Schools receiving 1003(g) funds.

REQUIRED APPLICATION COMPONENTS

Instructions for completing the LEA application should be carefully read and followed.

Only complete applications will be submitted to the review team.

This application includes an LEA section, a school section to be completed for each school served, and a budget section. Each LEA is to complete the LEA section, one school application for each Priority School and/or Focus School to be served, and the budget section. See the application checklist below for required application forms and documentation.

Required Component/Documentation	Number of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
LEA Effective Oversight	Up to 5 pages
LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
LEA Eligibility Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages
School Section (to be completed for each school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Planning Year One	Up to 5 pages
School Action Plan for Engaging Family and Community	Up to 5 pages
School Action Plan for Selected Model	As Needed
Budget	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for <i>each</i> school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for <i>each</i> school served)	Attachment

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, June 19, 2015 at close of business. Grant applications may be submitted electronically*, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:

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

Additional information or clarification may be requested before approval is granted.

**OSDE strongly prefers to receive an LEA's FY2014 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2014 application to beth.steele@sde.ok.gov. In addition, the LEA must submit a paper copy signed by the LEA's authorized representatives to the contact listed on the Oklahoma LEA application.*

All grant applicants will be notified on Friday, August 28, 2015. Applicants may be partially or fully funded, 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 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. 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 CONTACTS

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

Desarae Witmer, Executive Director of School Turnaround
Desarae.Witmer@sde.ok.gov
(405) 521-3302

Beth Steele, Director of School Improvement Grants, Office of School Turnaround
beth.steele@sde.ok.gov
(405) 521-2809

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA 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 is required to only submit one (1) LEA section regardless of number of Priority Schools to be served.

Required Component/Documentation	# of Pages
LEA Section	
1 Application Cover Sheet	1
1 Assurances	1
1 Schools to be Served	2
1 LEA Capacity	Up to 5 pages
1 LEA Procedures/Policy for External Providers	Attachment
1 LEA Integration of Services Chart	Up to 5 pages
1 LEA Modification of Policies and Procedures	Up to 5 pages
1 LEA Sustainability Efforts	Up to 5 pages
1 LEA Effective Oversight	Up to 5 pages
1 LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
1 LEA Eligibility of Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

LEAs applying for a 1003(g) grant must read carefully and sign the Assurances Agreement. Signature certifies that the LEA and 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. Sub-grantees will implement one of the intervention models, turnaround, transformation, restart, evidence-based, whole-school reform, early learning, 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. Sub-grantees will establish annual goals for student achievement on the state’s academic assessments in reading/language arts, mathematics, and graduation rate (if applicable).
- C. Sub-grantees will report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- E. Sub-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).
- F. Sub-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. Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
 - c. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
 - d. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.
 - e. Percentage of limited English proficient students who attain English language proficiency.
 - f. Dropout rate;
 - g. Graduation rate (if applicable);
 - h. Student attendance rate;
 - i. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - j. Discipline incidents;
 - k. Chronic absenteeism rates;
 - l. Postsecondary student enrollment; and
 - m. Teacher attendance rate.
- G. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
 - a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - b. Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
 - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

- H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an online integrated planning and coaching tool.
- I. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
- J. Sub-grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
- K. Sub-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.

SCHOOLS TO BE SERVED

An LEA funded by the 1003(g) grant must serve all its eligible Priority Schools and Focus Schools unless the LEA demonstrates a lack of capacity to serve all such schools. In this case, the LEA should serve those schools which have the greatest need and demonstrate the strongest commitment to turnaround the school.

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2011, the second chart FY2012, and the third chart FY2013 SIG 1003(g) funds. In the fourth chart, the LEA must list all schools that are eligible to receive FY2014 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority School is eligible, but is not applying for FY2014 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served” and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools and Focus Schools. 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 Priority School and Focus 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 Priority Schools and Focus 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/title of the position providing leadership for each requirement of the intervention has been determined. 	All Models
<ul style="list-style-type: none"> • If applicable, the LEA has outlined how it will modify one element to meet the intent and purpose of the original element in Title VI Subpart 1 or 2 of Part B (REAP Services). 	Turnaround, and Transformation Models
<ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment of 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. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/TurnaroundTeacherCompetencies.pdf. 	All Models
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus 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. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/TurnaroundLeaderCompetencies.pdf. 	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 budgets for each of the years over the period of availability of the grant, not to exceed 5 years, that directly align to the activities and strategies stated in the plan. 	Turnaround, Transformation, Restart, Early Learning
<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, Early Learning
<ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	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 annual measureable objectives (AMOs) in at least reading/language arts and mathematics. 	Turnaround, Transformation, Restart, Early Learning Model
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	Turnaround, Transformation, Restart, Early Learning
<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 Priority Schools and/or Focus Schools. 	All Models
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart, Early Learning,
<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. 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.

The LEA must also submit a detailed justification for the selection of each provider included in the application. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider's success with similar populations.

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. 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, Early Learning	<input type="checkbox"/> Stipends for teachers attending professional development <input type="checkbox"/> Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	<input type="checkbox"/> Registration and travel for teachers attending National Conferences and Workshops <input type="checkbox"/> Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<input type="checkbox"/> Professional development in strategies for English language learners

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, or adopting an alternate/extended calendar for schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, and credit recovery programs).

LEA SUSTAINABILITY EFFORTS

The LEA must submit a plan for sustaining the reforms during the final year of the availability of funds and/or after the funding period for 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 an integrated 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 plan incorporates the goals and action steps of the 1003(g) application.

LEA EFFECTIVE OVERSIGHT

The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office(r)).

LEA EVIDENCE-BASED STRATEGIES

The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

LEA’s ELIGIBLE FOR SERVICES UNDER REAP

If the LEA is eligible for services under subpart 1 or 2 of part B of Title IV of the ESEA may modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element. The LEA must describe how it will modify the one element if applicable

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

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

For **each** Priority School and/or Focus School to be served, the LEA should provide the information included in the School Section Checklist.

School Section (to be completed for each school served)	
1 Application Cover Sheet	1
1 School Needs Assessment	Up to 5 pages
1 School Identification of Intervention Model	Up to 5 pages
1 School SMART Goals	Up to 5 pages
1 School Integration of Services Chart	Up to 5 pages
1 School Modifications of Policies and Procedures	Up to 5 pages
1 School Sustainability Efforts	Up to 5 pages
1 School Action Plan for Planning Year One	Up to 5 pages
1 School Action Plan for Engaging Family and Community	Up to 5 pages
1 School Action Plan for Selected Model	As Needed

APPLICATION COVER SHEET

For each Priority School and/or Focus 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 Priority Schools.

For each Priority School and/or Focus 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 Priority 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 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.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Selecting the appropriate intervention model for each Priority School and/or Focus 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

- What qualified charter management organizations (CMOs) or education management organizations (EMOs) are 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 implemented 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.

Early Learning 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 early learning model?
- What changes in policies and procedures must accompany the early learning model?
- What changes in operational practice must accompany the early learning model; and, how will these changes be implemented and sustained?

Evidence-Based, Whole-School Reform Model

- What is the LEA's capacity to support the evidence-based, whole school reform?
- What steps are in place to analyze the partnership between the LEA and the whole-school reform model developer?
- What steps are in place to make certain reform decisions are based on tangible data and readily transparent to all stakeholders?
- What changes in policies and procedures must accompany the reform?
- What changes in operational practice must accompany the reform; and, how will these changes be implemented and sustained?

Based on the results of the needs assessment, the LEA must identify an intervention model for each 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.

(For any LEA eligible for services under subpart 1 & 2 of Title VI of the ESEA, Rural Education Assistance Program that proposes to modify one element of the turnaround or transformation model must include in the narrative which element they will be modifying of the chosen model and how it will meet the intent and purpose of the original element).

SCHOOL SMART GOALS

LEAs must establish annual goals for each of the years over the period of availability of the grant, not to exceed 5 years, for each Priority School and/or Focus 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 also means that a goal must align 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 2015-2016 school year, as evidenced by 75% or more of students scoring proficient or better on weekly standards-based assessments.

NOTE: SMART goals may require revision prior to the beginning of each school year.

On the application, the LEA must identify annual SMART goals for each of the years over the period of availability of the grant, not to exceed five years, for each Priority School and/or Focus 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 annual SMART goals for graduation rate for each of the years over the period of availability of the grant, not to exceed five years.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Priority School and/or Focus School an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models.

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, Early Learning	<input type="checkbox"/> Stipends for teachers attending professional development <input type="checkbox"/> Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	<input type="checkbox"/> Registration and travel for teachers attending National

		Conferences and Workshops <ul style="list-style-type: none"> • Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none"> • Professional development in strategies for English Language Learners

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, a Priority School and/or Focus School may also need to modify its policies and practices to enable the school to effectively implement the selected intervention model. 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, or adopting an alternate/extended calendar for Priority Schools and/or Focus 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 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 online integrated 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.

SCHOOL ACTION PLAN FOR PLANNING YEAR ONE

According to Section J of the Guidance on FY2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:

- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures will be reviewed and determined as allowable if they 1) directly relate to the full and effective implementation of the intervention model; 2) address the needs identified by the LEA

in the comprehensive needs assessment; 3) advance the overall goal of the SIG program and support the school goals as indicated in the SIG application; 4) represent a meaningful change that will help improve student achievement; 5) are supported by scientifically based research; 6) are reasonable and necessary as defined in the general cost principals governing the SIG program; and 7) are supplemental and in no way supplant funds.

Activities that are not allowable during this period include paying unassigned teachers, buying out the remainder of a principal's contract, and conducting a needs assessment.

In this section of the application, the LEA should explain in detail the plans for planning year one including specific strategies, persons responsible, and a timeline for actions.

Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the "planning year" to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlas McCauley

The document is attached and also available at: <http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaroundSIGPlanning20150310.pdf>

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

In this section of the application, the LEA should explain in detail the plans for engaging families and the community in the selection of the intervention model and involvement throughout the implementation of the selected intervention model.

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for each of the years over the period of availability of the grant, not to exceed 5 years, 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 submitted for each Priority School and/or Focus School.

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

BUDGET SECTION CHECKLIST

An LEA must submit the requirements listed on the budget checklist for the LEA and for **each** Priority School and/or Focus School to be served. The budget pages should be no more than five (5) pages for the LEA and five (5) pages for each school to be served plus attachments.

Budget	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for each school served)	Up to 5 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for each school served)	Attachment

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds for each of the years over the period of availability of the grant, not to exceed five years. The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- LEA may establish at the school site an FTE (the percentage of FTE will be contingent upon LEA capacity) for a school 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 Priority School and/or Focus 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 **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

In this narrative, the LEA must provide a detailed plan for planning year one. The plan must include specific strategies that will occur, an explanation of how the strategies will ensure full implementation of the model, an identification of persons responsible for the actions, and a detailed timeline.

LEA SUMMARY BUDGET AND JUSTIFICATION

**Note: The period of availability of FY2014 school improvement funds for SEA and all of its LEAs is through September 30, 2020.*

2015-2016-Planning

2016-2017-Full Implementation

2017-2018-Full Implementation

2018-2019-Full Implementation

2019-2020-Sustainability

The LEA must also submit a comprehensive Summary Budget page totaling the district Summary Budget Page and the school Summary Budget Pages for all Priority Schools and/or Focus Schools. The Summary Budget Pages must be signed by the LEA Superintendent and the designated financial officer.

Budgets will be reviewed by the School Support/ School Improvement team for accuracy.

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2016 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

Budgets submitted for Priority Schools and/or Focus Schools should **not** exceed the maximum allowable during each of the years over the period of availability of the grant for each identified school.

PLANNING YEAR ONE BUDGET

The LEA must also provide a budget narrative for each of the Priority Schools and/or Focus Schools for planning year one activities. The LEA must include a description of any expenditures budgeted on the planning year justification page and how they align to the activities described in this application.

Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the “planning year” to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlas McCauley

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**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)**

LEA SECTION

Legal Name of Applicant: Strother Public Schools	Appl
<p>Local Educational Agency Contact for the School Improvement Grant</p> <p>Name: Chad Broughton</p> <p>Position and Office: Superintendent</p> <p>Contact's Mailing Address: 36085 EW 1140, Seminole, OK 74868</p> <p>Telephone: 405-382-4014</p> <p>Fax: 405-382-3339</p> <p>Email address: c.broughton@strother.k12.ok.us</p>	
Superintendent (Printed Name): Chad Broughton	Telephone: 405-382-4014
Signature of the Superintendent X	Date:
<p>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.</p>	

ASSURANCES FOR OKLAHOMA LEA APPLICATION

Read carefully the assurances below and provide an original signature certifying that the LEA will comply with all applicable federal, state, and local laws and fulfill all requirements specific to the 1003(g) grant.

- A. Sub-grantees will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements. (*federal*)

- B. The sub-grantees will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. (*federal*)

- C. Sub-grantees will report school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. (*federal*)

- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions. (*federal*)

- E. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
 - a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - b. Provide at least five (5) days of site-based training **and** a five (5) day teacher academy or institute for each teacher in each Priority School to be served; and
 - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

- F. Sub-grantees must utilize the technical assistance of the SEA site visits and the online integrated planning and coaching tool.

- G. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.

- H. Sub-grantees must ensure that any school receiving 1003(g) funds and 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. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

Signature of Superintendent

Date

In the chart below, indicate the schools the LEA will serve by completing the table below. For Priority Schools, identify the Intervention Model Selected for each school.

Note: All schools are priority schools.

Schools Served with FY2011 SIG funds:

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Not Applicable					

Schools Served with FY2013 SIG Funds (add more rows as needed)

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Not Applicable					

Schools Eligible for FY2014 Funds (add more rows as needed):

		INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Strother Elementary		X					X			

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

School Name	NCES ID #	

SCHOOL NAME	NCES ID #	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL

LEA CAPACITY

In the chart below, provide detail of the LEA’s capacity to address the required indicators below. Be specific and thorough in the narrative, providing evidence the LEA has the capacity to implement the selected intervention model with fidelity.

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/title of the position providing leadership for each requirement of the intervention has been determined. 	<p>Strother Elementary will be implementing the Transformation Model with detailed activities and personnel movement where necessary. We will design a timeline for success. We have determined the people we need to provide leadership for all elements and interventions. Our needs not only revolve around personnel but we are also in need of materials, updated technology and professional development. We will need to purchase the materials and technology during the planning year in order to embed professional development training to the teachers and be ready for full implementation year to begin.</p>
<ul style="list-style-type: none"> The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable. 	<p>Strother Elementary receives Title VI(REAP) funds and we are using this category to modify the hire a new principal portion of the transformation model. We will do this by taking a single K-12 principal and moving them to Elementary building to become the Pre-K thru 8 Principal that will replace the Dean of Students and hire another secondary 9-12 principal.</p>

<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	<p>Our district included stakeholders from the following: teachers, parents, administrators, students, superintendents advisory council, support staff, church affiliations, Seminole Nation, and Gordon Cooper Technology Center. The LEA sent out surveys which helped us to make decisions with regard to model's design. The most helpful tools were the reports and advice from our Superintendents Advisory Council.</p>
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf 	<p>Strother Elementary has 100% compliance in the area of High Qualified Teachers. Two of our teachers are currently seeking their Master's Degrees and three that is Master's Level Degreed along with our administration. Our teachers are experienced with years ranging from one to over thirty five. The person selected as our turnaround officer has the capacity and credentials for fidelity of implementation and insurance of sustainability of programs put into place. She is committed to the effort, she is not afraid to do dramatic changes to achieve a positive, successful climate for our students. She is ready and willing to try new tactics and disregard those strategies that did not work in the past. She seeks out training opportunities and engages with other successful leaders in our area. She has the confidence to lead; break old norms and make sure things are done right.</p>

<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. 	<p>Strother Public School is in a rural setting with two main sites. Previous resource materials were used along with out of date textbooks to instruct the students. At the 3-8 grade levels the 3 year trend data shows a decline in test scores along with attendance issues. With the newly structured administration team with Connie Dotson and second year superintendent Chad Broughton, this year we are experiencing a cultural shift here at Strother Public Schools. Superintendent's resume is included.</p>
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround Leader Competencies.pdf 	<p>A new elementary principal, Connie Dotson was put into place this school year. Connie has the experience and the intellect to get things moving in the right direction. She has been instrumental in the climate change that has taken place over the last year. She is not afraid of hard work and strives to turn Strother Elementary into a model school. She embraces all new knowledge and imparts it to the teachers in an understandable manner. She clearly understands how to interpret data and how to use it for change. She has been and will be an asset to Strother Elementary. Connie's resume is included.</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>Teachers, support staff and parents have had input and we have researched programs that will benefit grades PK-8 in the areas of literacy and math. We are looking forward to working with the WISE tool and attending professional development offered by the State Department of Education. We are also excited about attending EngageOk. We feel at this time, after analyzing data resources and personnel to identify our needs, that the Transformation Model is the most appropriate model for Strother Elementary School based on our recent changes and limited options.</p>
<ul style="list-style-type: none"> • The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan. 	<p>Budgets have been developed using proposals and bids from outside vendors to support each element of the five year plan with the exception of salaries for 2015-2020. You will see that the budget provides funding for the turnaround officer, a math specialist, a Data Coach, professional development stipends, professional development/training fees, 5 day teacher academy, 5 day new teacher training, technical assistance, coaching/modeling of scientifically research based interventions, literacy focused professional development, LTRS literacy training materials, cost for extended day and year, merit pay, technology hardware and support. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs. Budget pages are at the end of this application.</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 turnaround officer will be located on site so that monitoring can occur daily. In addition, the Oklahoma State Department of Education, Alpha Plus, and Tools 4 reading coaches will continue to conduct visits and offer feedback and training as needed based upon the visits. The achievement data will be regularly monitored in order to provide additional support for teachers who may need to be placed on a plan for improvement and/or dismissed. Our TLE system will also assist with this. We are currently working on establishing a confidential data room to be used for these purchases.</p>
<ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School and/or Focus School to be served. 	<p>The LEA will, with these grant funds, be able to provide a more intensive after school program for our students as well as a summer school program. We will be able to offer snacks for both programs.</p>
<ul style="list-style-type: none"> The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	<p>Ms. Susan Taff has been identified as the LEA turnaround officer. She has exceptional organizational and management skills. She is a wonderful educator and serves as testing director and K-12 counselor for our district. Ms. Taff has participated in many areas of professional development. She has shown that she has the capability for change and is knowledgeable about school improvement. She strives to stay up on new trends and information. She has a Master's Degree. Her certification includes: elementary education, Home Economics, Science, social studies 6-8, and school counselor. Ms. Taff's resume is included.</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 annual measureable objectives (AMOs) in at least reading/language arts and mathematics. 	<p>The LEA will provide a minimum 90 minutes weekly for teacher collaboration. We are currently planning to implement a staggered schedule that will provide built in collaboration time for all grade levels and extended learning time for all students. The LEA will provide additional training to facilitate the collaboration process for maximum effectiveness through leadership training, the teaming process, test data, using a data room, technology training and the use of the WISE tool.</p>
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	<p>The Turnaround Officer, Ms. Susan Taff, will communicate regularly with the Turnaround Team. She is very knowledgeable in school improvement and relates well to all stakeholders. She has a firm understanding of the culture here at Strother Elementary and has been instrumental in the progress we have made to date. Ms. Susan Taff will meet weekly with the elementary principal, Mrs. Connie Dotson to review data and strategy. She will also meet regularly with Mr. Chad Broughton the superintendent. The Turnaround Team for Strother Elementary will include the Turnaround Officer, the new Elementary Principal, the LEA Superintendent, School Support Team Leader, Data Coach, Math Specialist, and Reading Specialist.</p>
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>The LEA has participated in numerous federal and state grants with no audit findings surrounding those grant funds.</p>

<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools. 	<p>Strother Elementary School conducted a needs assessment using a parent survey, a teacher survey and Marzano’s What Works in Schools survey. Teacher, student and parent results were used in order to design, support, progress monitor and implement the strategies and models needed along with what materials and technology will be needed. This past year has prepared us to implement the Transformation Model and interventions that go along with that.</p>
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	<p>The Transformation Model will be sustained with our Title funds, E-Rate funds and funds/materials from Seminole Nation Tribe. We will also continue to look for new funding sources. We will ensure our newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement by using a “train-the-trainers” model during the funding years.</p>
<ul style="list-style-type: none"> The LEA completed the grant application within the timelines set forth in the application. 	<p>The grant application will be submitted on or before June 19, 2015</p>
<p><i>Only For LEAs implementing School Closure</i></p>	
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	<p>Not applicable to this site.</p>

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

appropriate box below.

- The LEA does not have a written procedure/policy to recruit, screen, and select external providers.

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

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

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

MED Consulting LLC, Tools 4 Reading, Dr. Mary Dahlgren, Ed.D., was selected as an external provider to provide technical assistance and on-site training in research-based effective teaching strategies and classroom modeling, leading team meetings, intervention support, and creating school wide data systems and classroom data systems. Mary Ellis Dahlgren, Ed. D. is president of MED Consulting and Tools 4 Reading, which includes the Project N2:20 state awarded grant. She is the author of the popular and effective Tools 4 Reading Sound/Spelling Cards. Mary has over twenty-five years of experience teaching children and training teachers. She has worked as a classroom teacher, reading specialist, professional development provider and consultant to numerous school districts and several state departments of education. She provides professional development for schools in 28 states as well as for the Bureau of Indian Education and the Virgin Islands. She is a National LETRS (Language Essentials for Teachers of Reading and Spelling) trainer and is now also teaching programs nationally for Neuhaus Education Center. She spends much of her time coaching reading coaches and advising and training administrators to understand and embrace the role of the curriculum leader. Many days are spent in data meetings and helping teachers to "own their data" and use their data in a meaningful way. She is the former Executive Director of Payne Education Center, a non-profit teacher-training center in Oklahoma. The Center was established to provide teacher training for teachers of dyslexic students and to support for parents of dyslexic children. Dr. Dahlgren is a founding board member of a school for adjudicated youth, SeeWorth Academy, organized by the late Chief Justice Alma Wilson. Justice Wilson named the school SeeWorth in hopes the children would "see the worth" in education and the future. Mary's passion is to help everyone involved in reading instruction to feel equipped and confident in providing the highest quality instruction possible.

Alpha Plus Educational Systems, Inc. has a proven history of success with the particular population of low-performing schools. In 1990, when the Legislature created the Oklahoma's first academic standards and required criterion-referenced state tests, the Alpha Plus team of educators began developing tools to address the Priority Academic Student Skills (PASS). Curriculum materials and interim assessments are regularly updated to ensure alignment with state and federal mandates. School success is a result of aligning curriculum to state standards and use of current student assessment data in ongoing professional development.

Alpha Plus is the only company that writes formative and summative assessments aligned to Oklahoma standards. Its team of instructional facilitators is supported by research and data from objective and benchmark tests. In 2014-15, nearly 10,000 students statewide took Alpha Plus assessments online. In total, 68,076 paper/pencil and online summative tests were administered. Detailed reports provided to schools include individual learner reports and a spring projection of the A-F Report Card that help target remediation to students identified by the state as in the bottom quartile.

Since 1992, Alpha Plus has been customizing services to address the needs of urban, suburban and rural schools. Services focus on meeting federal requirements of No Child Left Behind (NCLB) and Oklahoma's flexibility waiver; helping students better prepare for high-stakes state tests; and assisting schools with horizontal and vertical alignment for higher levels of educator effectiveness. Alpha Plus has developed intervention models using both formative and summative assessments with a Response to Intervention approach to remediation.

Alpha Plus helps schools build capacity by training administrators to be Instructional Leaders and educators to teach to mastery in alignment with state standards. Scientifically-based research methods help turn low-performing schools into high-progress schools. Teachers and administrators are coached in how to make data-driven decisions.

Documentation of results throughout Oklahoma's A-F Report Card grading years of 2012, 2013 and 2014 is provided in the appendix. In summary, the A-F average of all schools using Alpha Plus in each of these years exceeded the average of all schools in the state by a full letter grade:

- In 2014, Alpha Plus schools averaged a C+ grade compared to Oklahoma's D+ grade; in 2013, a B- compared to a C-; and, in 2012, a B compared to a C.
- Priority Schools using Alpha Plus school improvement averaged a C- in 2014, compared to an F for the State Department of Education's "C3" subset of Priority Schools, and an F for the first three cohorts of School Improvement Grant schools.

In addition to powerful tools, the Alpha Plus team's diverse expertise – with a combined 166 years in education – is a contributing factor to schools' success. The team is led by Jan Barrick, M.Ed., who founded Alpha Plus Learning Systems in 1986 to help students improve their performance as represented by grades on school report cards. Her mission quickly grew into helping schools improve their performance under the various state and federal accountability systems represented by schools' A-F Report Cards. CEO Barrick, who began teaching in 1973, has taught at all levels and specializes in helping students with learning disabilities or identified as gifted and talented. She is the author of *The Way to an A: How to Help Your Child Succeed in School*.

Alpha Plus facilitators are Oklahoma-certified educators who have experience in the classroom and in turning around schools. The team working directly with teachers and/or meeting with leaders in small groups for data analysis includes:

- Jim Childers, who spent most of 37 years as elementary, middle and high school principal in the Pawnee, Seminole and Crescent Public Schools, has been at Alpha Plus for four years.
- Tara Huddleston, who has taught at all public school levels and served as a Curriculum Director and District Test Coordinator, is a former REACH Instructional Coach for the Oklahoma State Department of Education (OSDE). In 2012-13, Huddleston worked with school administrators in Atoka and Anadarko, OSDE staff, the Mid-Continent Comprehensive Center and the University of Oklahoma College of Continuing Education in developing the Oklahoma Rural Schools' Turn Around Guide.
- Shannon Stewart, an elementary teacher who was on the team of educators who took Geronimo Elementary from Priority to Reward, uses her in-depth knowledge of assessment data, PASS and state test-item specifications to help educators align lesson plans and stay on track with the Alpha Plus Pacing Calendar. Also a school data analyst, Stewart writes assessments and develops training tools.

Assisting schools with data management and customer service:

- Chief Information Officer Wendy Pratt, who joined Alpha Plus in 2013 after 20 years with State Superintendent Sandy Garrett at the OSDE, and four years prior as Deputy Press Secretary to Governor Henry Bellmon.
- Linda Sisco, an educator for 32 years in public and private schools in the Tulsa and Oklahoma City metro areas who also achieved certification as a Reading Specialist.

A recognized leader in assessment and data-driven, job-embedded professional development, Alpha

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Salary for full day Pre-K teacher • Salary for full time Pre-K Aid • .5 Salary for full time Reading Specialist • Salary for Elementary Teacher Assistant
Title II, Part A	<ul style="list-style-type: none"> • Professional Development
Title III, Part A	Not Applicable for this district
Other Federal Resources <i>Title VI</i> <i>REAP</i> <i>Title VII</i> Indian <i>Education</i>	<ul style="list-style-type: none"> • .5 salary for Reading Specialist, .5 Elem teacher Assistant, materials for reading and math • Tutoring after school and materials for reading and math
State Resources • <i>Reading Sufficiency.</i>	<ul style="list-style-type: none"> • Tutoring
Local Resources • <i>List here.</i>	<ul style="list-style-type: none"> • Full Day Kindergarten • Balance of expenditures for resources

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.

The district has established a Superintendent's Advisory Council. It consists of:
Superintendent – Chad Broughton
Principal – Connie Dotson
Turnaround Officer – Susan Taff
Data Coach – Beth Clark
Parent – Kristen Fiegner
Teacher – Misty Waller
Support Staff Member – Shelly Stevhan

The Advisory Council will meet once each month prior to our regularly scheduled Board of Education meeting. We will discuss implementation and any barriers that may be impeding the efforts to implement our school improvement plan. Recommendations for policy changes to reduce barriers will be presented to the Strother Board of Education by the Superintendent as requested by this council.

Strother Elementary is separated into two buildings one for PK-4 and one for 5-8. The principal is located in the PK-4 building and the Turnaround officer will be housed in the 5-8 building. The team who reviews all prospective applicants for our school consists of the principal, superintendent, a team of educators and the turnaround officer. This team works together to identify teachers with

the potential for success in a small rural school district. We all share the same goal of hiring highly qualified, positive, energetic educators who care about children.

The district will:

Implement scheduling changes and flexibility to enhance and extend the school day

Provide teachers extra time to monitor individual student progress, to perform data analysis, and to participate in collaboration

Provide current staff development and training for each teacher

Ensure that all budgets will be aligned with school improvement efforts. This district has contracted with OSSBA and Barlow & Associates to ensure that our policies are current and that we have an ongoing policy review system in place. We are also a member of OROS, who also works with rural districts on maintaining current policies. The district has recently adopted policy for a new evaluation instrument for both teachers and administrators which should help support the school improvement interventions. We will be working on policy for summer school and extended day. We will also have to adopt policy for performance based incentive bonuses as well as other policies required to implement this grant if we are successful. The school level activities will include work products, professional development, instructional team meetings, and signed agreements to indicate support for this transformation model. We do not have a union to consult, but we would consult with stakeholders on modifications needed to policies and procedures to insure the success of this grant in all areas. The process at our school will be for the superintendent to place a modification or new policy or procedure on the board agenda and the Strother Board of Education would then approve such based on the recommendation of the superintendent. We would address policy and/or procedures to recruit, screen, and select external providers, give more flexibility to our principal, extend our school day and any other area as it relates to this grant and the success of our students.

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, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The LEA has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The LEA has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The schoolwide plan includes goals and action steps that will sustain reform efforts.

Involving Stakeholders:

Strother Elementary is a Pre-K through 8th grade site. All faculty, staff, and administrators work as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided many opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the intervention model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district has established a School Improvement Team, Professional Learning Communities, and a Superintendent's Advisory Council (comprised of the superintendent, principal, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation of policy and procedure changes that will reduce barriers and enhance the effectiveness of the transformation model.

LEA EFFECTIVE OVERSIGHT

In the space below, identify a Turnaround Office(r) and provide in the narrative, evidence of the following:

- Collaboration with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Collaboration with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Collaboration with OSDE on implementation and progress of chosen model.

Susan Taff who has been selected to be Strother Elementary Turnaround Officer will provide daily collaboration with the superintendent and the elementary principal on a daily basis to discuss, oversee, and monitor the implementation of the School Improvement Grant. Ms. Taff will meet with the district leadership team bi-weekly to discuss and monitor the implementation of the School Improvement Grant. Ms. Taff will also communicate with central office (financial director) when needed to support the day-to-day needs of the school, discuss progress, and identify and overcome barriers for full implementation of the grant. These meetings will consist of ordering and distributing the items requested with the grant. Ms. Taff will be the direct point of contact between the superintendent and all external providers to distribute data, make correct and timely payments to all external providers. Ms. Taff will also manage the delivery of services from external providers, such as creating a professional development calendar, a classroom monitoring schedule, as well as schedule the built in 90 minutes of PLC's for all Pre-K-8 teachers. Ms. Taff will also be the direct point of contact and distributor of information to and from the OSDE on the implementation and progress of the transformation model.

LEA IMPLEMENTATION OF EVIDENCED BASED STRATEGIES

In the space below, provide the LEA plan for implementing one or more evidence-based strategies that is to the extent practicable, and in accordance with the selected intervention model. Provide in the narrative, evidence of the following:

- Researched and analyzed sources of data to support the selection of the evidence-based strategy(s).

- Person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- Strategic plan is in place for professional development to implement the evidenced-based strategy(s);
- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

Ms. Taff the Turnaround Officer and superintendent Chad Broughton will work with Alpha Plus and MED Consulting to customize services to address the needs of Strother Elementary. Services focus on meeting federal requirements of No Child Left Behind (NCLB) and Oklahoma’s flexibility waiver; helping students better prepare for high-stakes state tests; and assisting schools with horizontal and vertical alignment for higher levels of educator effectiveness. Alpha Plus has developed intervention models using both formative and summative assessments with a Response to Intervention approach to remediation. Alpha Plus helps schools build capacity by training administrators to be Instructional Leaders and educators to teach to mastery in alignment with state standards. Scientifically-based research methods help turn low-performing schools into high-progress schools. Teachers and administrators are coached in how to make data-driven decisions. N2:20 (MED Consulting) will also focus on Professional Development, Data interpretation, leading PLC meetings, intervention support, classroom modeling, and one to one PD with teacher during planning time. This grant will drive are everyday functions of the school system. Every need, every decision will be research based data decisions that will help propel Strother Elementary forward in the future.

LEA ELIGIBILITY SERVICES UNDER (REAP)/PROPOSAL TO MODIFY ONE ELEMENT OF THE TURNAROUND OR TRANSFORMATION MODEL IF APPLICABLE

In the space below, identify which model and element will be modified and how it will meet the intent and purpose of that element.

Strother Public Schools is a rural school that received REAP funds. Strother will be modifying in the transformation model the hire a new principal. Because of the rural nature of Strother Public Schools we were fortunate to find another leader in house who is qualified to serve as a school administrator. Prior to the 2015-16 school year Strother Public school had one full time administrator that was housed in the High School. That administrator was Connie Dotson for the past two years. This year we were able to hire another administrator and take Connie Dotson’s strengths as an Elementary Administrator over to the Elementary as a full time administrator and place the new administrator in the High School. Because of our ability to hire a secondary administrator and put Mrs. Dotson into the Elementary full time I believe that this would be the same as replacing the old administrator. Now the Elementary will have a full time administrator that will make sure that the teachers and staff are following the requirements of the grant as well as work one on one with Alpha Plus and N2:20 to create a positive atmosphere which will succeed.

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)**

SCHOOL SECTION

LEAs must complete the School Section of this application for **each** Priority School to be served.

Strother Elementary 36087 EW 1140 Seminole, OK 74868	SIG Site Contact: Chad Broughton, Superintendent Phone: 405-382-4014 Email: c.broughton@strother.k12.ok.us
Grade levels enrolled (SY14-15): Pre-K-8	Number of Students Enrolled (SY14-15): 330
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program _____ Title I Eligible School	
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Early Learning <input type="checkbox"/> Evidence-Based, Whole-School Reform	
Amount the LEA is requesting from FY2014 SIG 1003(g) funds School Improvement Funds for the next five years.	
Year 1: SY 2015-16	377,594.24
Year 2: SY 2016-17	519,880
Year 3: SY 2017-18	519,880
Year 4: SY 2018-19	519,880
Year 5: SY 2019-20	257,000
Total Amount of Funding Requested for this School	2,194,237.24

SCHOOL NEEDS ASSESSMENT

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of intervention models in its Priority Schools and/or Focus Schools.

Data was studied by the Superintendent Advisory Council in order to determine whether or not the current improvement efforts were having the desired impact. All data which included, but was not limited to: discipline, student and teacher attendance, student achievement, needs assessments, Superintendent Advisory Council reports, and surveys, indicated substantial improvement within the past year. Consultation with our Superintendent Advisory Council members supports this finding. All stakeholder groups were consulted and agreed on the Transformational Model. Surveys, sign-in sheets, newsletters, flyers and board minutes are available to document the following activities:

- Superintendent Advisory Council facilitated and analyzed student data*
- Members of the Superintendent Advisory Council met with teachers on the student data*
- Teachers received a professional development survey*
- Board members were notified and advised of the Superintendent's recommendation to participate in the School Improvement Grant process*
- Meetings were held with the Superintendent Advisory Council, teachers, support staff, parents and community members*

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data	Professional Development	Attendance
Oklahoma School Report Card	Self-Assessment	Ethnicity Enrollment
Benchmark Data	Parent Surveys	Low Income
Student Assessment/Grades	Safe and Healthy School Meetings	Special Education Profile
		Discipline/Drop Out

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

Name	Title	Stakeholder Group
Teachers, Admin, Staff Rhonda Coates, TJ Shelton, Steve Shepherd, Terry Ter Wee and Heath Sapp	Strother School Board Members	Strother Board of Education
Marty Lewis	Superintendent	Gordon Cooper Vo-Tech
Danita Harjo	Seminole Nation Council Member	Seminole Nation
Kristen Fiegner	Parent	Parent

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

The members of the Superintendent Advisory Council reviewed longitudinal data of the school's past performance and operations in order to identify changes needed to improve performance. Specifically, the team reviewed indicators from the following areas: Leadership, Curriculum, Human Capital and Student Support Services.

The team facilitated self-assessments of the faculty, students and staff and student achievement data. The team also analyzed the data provided in the Superintendent Advisory Council team observation reports. These reports were based on observations by a team of on-site observers and interviews of certified, support and administrative staff. Results of these observations document that improvement has occurred and this team was instrumental in helping us make the decision to select the Transformation Model.

The data was reviewed to determine the prevailing practices in order to allow the team to make recommendations for improvement. Student learning data, both summative and formative, was also reviewed. The district used the team members as consultants during this design phase and will continue to engage them during the implementation process.

Data Analysis Activities:

- Superintendent Advisory Council facilitated a needs assessment survey. The members of the team analyzed and summarized the results and shared those with the staff at the school.
- Members of that team met with our teachers on several occasions.
- Teachers have been surveyed and professional development has been provided through the 2014-15 school year.
- Members of the Strother Board of Education have been notified and advised of the Superintendent's recommendation to participate in the School Improvement Grant process. The recommendations of the Superintendents Advisory Council have been discussed with all board members. The plan to proceed with the Transformation Model was discussed at the regular meeting of the Strother Board of Education on April 13, 2015.
- Parents have been surveyed during the 2014-15 school year.

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.
School Profile: Includes student and staff data	We currently have 33% minority students with the majority being Native American. Our poverty rate is 63% and our student mobility rate is 12%. 3 of our certified staff have a Master’s Degree or above and 1 is working towards a Master’s Degree with an average of 14 years experience.
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum	We have set goals to reach at least a “C” level on the School Report Card. Benchmark data, assessments, grades and OCCT scores will be evaluated and monitored. We will have a data room in which to monitor progress.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards which will include PASS 2010, and use of assessment data	We will communicate high expectations for student performance; always letting our students know that they are capable of meeting objectives and they will not fail. We are establishing a data room and have regularly scheduled faculty meetings designed to disaggregate student performance to ensure early identification and support for our students. We are working to align classroom assessments of student performance with written curriculum aligned to state standards with the help of Alpha Plus. We will review and adjust student groups as achievement levels change. We need more fiscal resources to maximize student learning. We will work with Alpha Plus and N2:20 to learn how to disaggregate student data and understand what is needed.

<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>The leadership team tries to model strategies and encourage visits to other classrooms and other schools for our faculty. However, we need more professional development in this area. We provide time at our staff meetings to report on results of research-based teaching techniques. We have developed a partnership with the local tribe to incorporate diversity and cultural training for faculty and staff. We have reviewed our Special Education department and have found that we need additional professional development in accommodation.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>We at Strother Elementary, are focused on a safe, positive and respectful environment. All teachers will hold high academic and behavioral expectations for all students. Teachers and staff are professional in their practice of equity and diversity. We have collaborations with the surrounding tribal affiliation.</p>
<p>Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners</p>	<p>Strother Public Schools will provide ongoing support to parent involvement efforts and will engage them in collaborative meetings. Our community has recently passed a school improvement bond by a 78% vote. The community is a strong supporter of the school.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p>We have recently begun collaborating with surrounding districts to consolidate resources and engage outside consultants to help align professional development goals and address professional development and teacher moral. We have surveyed our faculty and staff to get ideas for professional development and to individualize professional development goals. This area has been a weakness in the past and with funding from the grant we will be able to maximize professional development.</p>

<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision</p>	<p>The leadership of Strother Public Schools has a vision that is definitely shared. We will refine our curriculum mapping process and develop pacing guides to ensure a viable and guaranteed curriculum for all students. We will continue to encourage and set up visits with staff to help enhance our data room utilization and our instructional delivery. Decisions about curriculum, policies and procedures are made with a team approach with everyone involved.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming</p>	<p>We need to reallocate financial resources to hire professional development consultants to provide job embed professional development, especially in the area of differentiated instruction. We will allocate time for various subjects based on school and district goals and utilize alternative scheduling practices to ensure adequate time. The funding of this grant will help us to maximize professional development in all areas</p>

<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>We will review and revise our school improvement plan after new test results are available and we will involve all staff members. We will use our summer professional development as well as our planning year to maximize this time to align curriculum, benchmarks and techniques with the help of Alpha Plus and N2:20. We will set goals and continue to monitor goals to make sure we are meeting goals. We will use this time to set up a collaboration time for teachers to help maximize the team belief and maximize efforts to help students succeed.</p>
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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.

Strother Public Schools has chosen the Transformation Model in consultation with our Superintendents Advisory Council, state department of education staff and our local board of education. Our team leader discussed the four available models with the faculty and staff during a meeting. This model was discussed at the regular meeting of the Strother Board of Education on April 13, 2015. The information that went into this selection is as follows:

A school improvement plan was designed and implemented in 2013-14 school year. In the spring of that year, students made very little improvement in their OCCT scores. There was a turnover in administration with a different principal and superintendent during the 2014-15 school year. The new superintendent began to work closely with the State Department of Education Support Team with the primary focus of improving reading and math scores.

We increased the amount of instruction time for reading and math and beginning in the 2015-16 school year we will start meeting for 90 minutes of collaboration to maximize student achievement and will have on-site job embedded professional development; provided by this grant. The success we have had this year with the new administration and the review of data has led the team and all stakeholders to determine that we have the capacity to get back on track and get this school on the road to success. The district will be intensifying the implementation of research based strategies including increasing the learning time, differentiated instruction, providing student support, professional development about using data, regularly scheduled staff meetings, curriculum alignment and

additional time for teacher collaboration. We will also make sure that all barriers or obstacles are removed that would impede our progress; including, but not limited to: changes in faculty, staff, professional development and master schedule changes. We will operate with a sense of urgency and purpose.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for five (5) consecutive years 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 2015-2016: 70% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2015-16 school year.
Goal for 2016-2017: 75% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2016-17 school year
Goal for 2017-2018: 80% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2017-18 school year
Goal for 2018-2019: 85% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2018-19 school year
Goal for 2019-2020: 90% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2019-20 school year
Rationale: The above mentioned increase in reading allows Strother Elementary to attain the statewide performance targets to help transition to the new standards when released by OSDE.

SMART Mathematics Goals
Goal for 2015-2016: 75% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2015-16 school year.
Goal for 2016-2017: 80% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2016-17 school year.
Goal for 2017-2018: 85% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2017-18 school year.
Goal for 2018-2019: 90% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2018-19 school year.
Goal for 2019-2020: 95% of all students in grades 3-8 at Strother Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2019-20 school year.
Rationale: The above mentioned increase in mathematics will allow Strother Elementary to attain the statewide performance targets and help to transition to the new standards set by the OSDE.

SMART Graduation Rate Goals
Goal for 2015-2016: This area does not apply to our elementary school; however the staff in the district is highly invested in helping students to complete school. The students in this district are highly invested in completing school and the community supports the efforts. We will continue to support the efforts.
Goal for 2016-2017: Continued support of graduation efforts.
Goal for 2017-2018: Continued support of graduation efforts.
Goal for 2018-2019: Continued support of graduation efforts.
Goal for 2019-2020: Continued support of graduation efforts.
Rationale: We feel that we can get children to understand the importance of graduation and higher education and will continue the journey once they enroll in our school.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Salary for full day Pre-K Teacher • Salary for full day Pre-K Assistant • .5 Salary for full time Reading Specialist
Title II, Part A	<ul style="list-style-type: none"> • Professional Development
Title III, Part A	Not applicable to this district
Title VI, (REAP)	<ul style="list-style-type: none"> • .5 Salary for full time Reading Specialist • .5 Salary for Elem. Teacher assistant
Other Federal Resources • <i>Title VII Indian Education</i>	<ul style="list-style-type: none"> • After school tutoring
State Resources • <i>Reading Sufficiency Funds</i>	<ul style="list-style-type: none"> • Remediation • Summer Reading Academy
Local Resources • <i>List here.</i>	

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

Strother Public Schools will have to modify its policies and practices to enable our school to effectively implement the selected Transformation Model. As soon as we find out that we have been fortunate enough to have received funding for our school, we are prepared to implement new policies that will include: providing flexibility in hiring practices at the site level, scheduling protected collaboration time, adopting an alternate/extended calendar for our school, change the structure to enhance learning opportunities (i.e. small groups, team teaching, teachers teaching in their area of expertise across different grade levels, etc.). We have recently adopted a new policy to implement a rigorous staff evaluation and development system. We will need policy that would allow us to reward staff whom increase student achievement. We will remove staff who have not improved after ample opportunity and we are

prepared to continue that practice until we have the best faculty and staff in Seminole County and one of the best in the state.

SCHOOL SUSTAINABILITY EFFORTS

In the space below provide the school plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The school has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The school has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the reform efforts and initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain reform efforts.

Our plan for sustaining the reforms after the funding period for when the grant ends is:

Involving Stakeholders:

Strother Elementary is a Pre-K through 8 grade site. All faculty, staff and administrators work as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided many opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the intervention model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district will establish a School Improvement Team, Professional Learning Communities, and has a established Superintendent's Advisory Council (comprised of the superintendent, principal, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation of policy and procedure changes that will reduce barriers and enhance the effectiveness of the transformation model.

Transition Plans:

Strother Public Schools will require all new teachers to participate in professional development on the following topics to sustain

reforms:

*Data analysis/Data driven decision making
Curriculum/Year long timelines
Differentiated Learning/RTI
Strother Public Schools Policies and Procedures
Mentorship for all new teachers*

The district will continue to work to expand our partnership with East Central University, Seminole State College, and Gordon Cooper Vo-Tech and partner with ECU to place student teachers in our schools to learn implementation of best practices. We will continue our partnership with the Regional Food Bank and the Church of Christ backpack program and the Seminole Nation tribe which provides materials to enhance learning programs and facilities at our school. We will all continue to positively promote our school in the community through word of mouth, newspaper articles, and local news flyers to maximize the opportunity for our school and our students.

Strategic Planning Process:

Strother Elementary will utilize the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for the school improvement efforts. The superintendent, principal, turnaround officer, and a teacher leader will begin training to use the WISE planning and coaching tool via webinars provided to us by the Oklahoma State Department of Education. Strother Public Schools will train all team leaders to use the WISE planning and coaching tool. Strother Elementary is also using N:2:20 and Alpha Plus for on-site training and workshops to address strategic planning and implementation.

Formative and Summative Data Collection:

Strother Public Schools has implemented the following procedures for continued and ongoing assessments of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

*Benchmark Assessment Tools
TLE evaluations
Requiring all classrooms to pre and post-test
Review of summative data to identify achievement gaps, curriculum gaps, and to identify professional development needs.*

Other Funding Sources:

The district receives Title I, Title II, Title VI, Title VII and Impact Aid funding. The district is partnered with the Seminole Nation that supplies materials to enhance our school. These federal funds, along with any funds received from the tribe will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that positively impacts student achievement. The district is currently working to secure funding from other sources.

Title I Part A/School Improvement Plan

Strother Elementary School's improvement plan was approved by the State Department of Education. It includes goals to improve

reading, math, attendance, job-embedded professional development, parental involvement, community involvement, and school climate. These goals work well with the goals of the Transformation Model. The goals and action plans are congruent with the purpose and goals of the School Improvement Grant Transformation Plan which includes a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.

SCHOOL ACTION PLAN FOR PLANNING YEAR ONE

In the space below, provide a narrative that describes, in detail:

1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

Strother Public Schools serves 433 students in Pre-K through 12th grade in Seminole County which is located in Oklahoma. Our elementary serves 330 of those students. The district serves a diverse population in three separate buildings. Strother Elementary is a Title I school. Over 27% of the student population is Native American. The majority of our students come from a low income background. The average property valuation per ADM in Strother is 36,528 that is 8,720 less than the state average. 12% of the adults in our district have an educational background of a high school diploma or less. 63% of our students are eligible for free or reduced lunches. Very few of our students have technology resources in their homes. One out of every 61.9 students have been charged with a juvenile offense. We have a small community and we are located within just a few miles of several other schools which adds to the mobility rate of 12%. 22% of our students are in Special Education. The school is the hub of the community. Our community members come to every event we host at our school in large numbers. Our nearest regional four year college is East Central University in Ada, Oklahoma which is 40 miles away. We also have two private colleges, St. Gregory's University and Oklahoma Baptist University located in Shawnee, Oklahoma 25 miles away. The rural location of our school and the lack of help from outside agencies puts more pressure on the school system to provide services the children of our community deserve and need. It is certainly our goal for all of our students to succeed; if one student is failing or fails to score satisfactory on the CRT or OCCT then we believe that is one student to many. We understand that poverty and family lack of education are not excuses for failure but it definitely adds another barrier.

Due to the urgency of needs here at Strother, we would quickly move into action with the planning year with preparation and planning with all of the necessary requirements needed for the Transformation model. We could order and get into place the smartboards, tablets, benchmark assessment pieces, connectivity for our new technology, embedded teacher training and start the process of the hiring of specialist. The superintendent, principal, and turnaround officer would be responsible for getting everything together. The materials needed would be hardware, connectivity items, and materials for teachers. We could have all these things installed and ready for school to begin on August 2016.

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY In the space below, provide a narrative that describes, in detail:

1. How the school involved and received commitment of support from all stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.

Strother Elementary is a Pre-K through 8 grade site. All faculty, staff and administrators work as a team. All stakeholders were included in the planning stage of this application. Stakeholders were provided many opportunities to assist in the analysis of the data, select the intervention model, and identify strategies and activities for the intervention model. Meeting agendas, needs assessment surveys, and sign-in sheets are on file to document this involvement. The district will establish a School Improvement Team, Professional Learning Communities, and has an established Superintendent's Advisory Council (comprised of the superintendent, principal, teachers, and community leaders). These teams will monitor the implementation of the plan and make recommendations for future improvement strategies, assist in monitoring the progress towards achieving the goals, make decisions regarding the allocation of resources, and recommendation of policy and procedure changes that will reduce barriers and enhance the effectiveness of the transformation model.

2. The school' plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model.

SCHOOL ACTION PLAN

For each Priority School, complete an annual action plan for each year over the period of availability of the grant 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.

In our first year, we will obtain hardware and technology and have it connected and installed. The Superintendents Council will begin interviewing to hire the math specialist and any additional personnel. We will order teacher materials needed for professional development and contract with N2:20 and Alpha Plus firms for our professional development needs. The firms will begin training our administration team (superintendent, principal, turnaround officer, and data coach) for the upcoming year. Beginning in our second year and continuing through the fifth years will consist mostly of salaries and professional development. The Superintendent's Advisory Council will be responsible for making recommendations and the Superintendent, Elementary Principal and Turnaround officer will be responsible for getting things together for the follow-through.

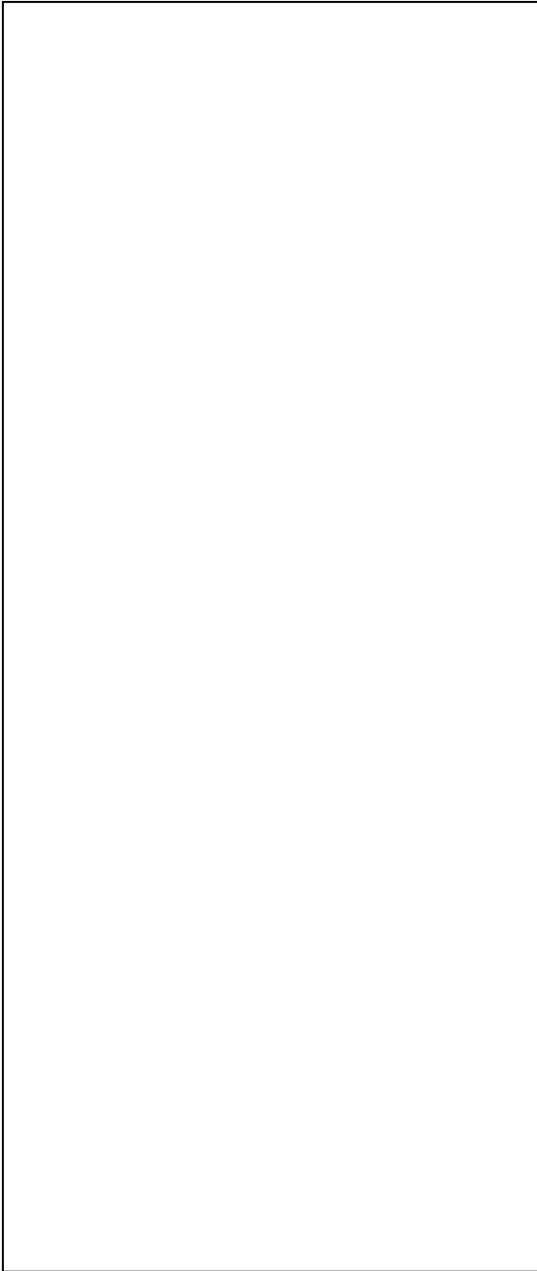
Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal 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.			
2. Use 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.			
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>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>			
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Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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.			
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.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.			

Name of School: Strother Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible
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 district has just restructured the administration team at Strother Elementary. We have removed the Dean of Students and placed a full time principal beginning with the 2015-16 school year. The new principal, Mrs. Connie Dotson, will move from the High School(k-12) administrator to were her expertise is and that is Elementary school. She has been an active member in the school improvement process this year and has been seeking professional development to help the staff maximize student achievement.	July 2015	Chad Broughton, Superintendent Recommendation accepted by the Strother Board of Education

<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>This district has selected the Tulsa Model for the TLE Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. We will continue training provided by the State Department of Education on these models.</p> <p>This model was developed by Oklahoma teachers. It takes into account data on student growth as well as other factors such as multiple observations based assessments of performance and ongoing collections of professional practice reflective of student achievement. It was designed and developed with teacher and principal involvement and all of our teachers and administrators will have extensive training using this evaluation method.</p> <p>Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the new teacher performance rubric. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team have reviewed performance based teacher evaluation instruments, including the research behind the Tulsa Model.</p> <p>The final rubric will include indicators in each domain that will provide to each teacher. Currently, the rubric will be divided into four domains and four numerical levels. The lowest performance level (1) will indicate unsatisfactory teacher performance. The highest performance level (4) will define the most effective and productive teachers who are results oriented.</p> <p>Teacher will have the opportunity to be trained with this evaluation model.</p>	<p>August 2013</p>	<p>Connie Dotson, Principal</p> <p>Chad Broughton, Superintendent</p> <p>Susan Taff, Turnaround Officer</p> <p>Mary Dahlgren, MED Consulting Services (N2:20)</p> <p>Jan Barrick, Alpha Plus</p>
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expectations are not met. This will be accomplished through documentation, communication of evaluation results and providing a plan of improvement prior to considering exiting the teacher.

Training will be ongoing to monitor the effective use of the data and to determine interventions, student growth and effective instructional practice by teachers and administrators.

Our principals will be evaluated using the McRel system. Leadership will be evaluated annually to determine effectiveness. The evaluation will include a rubric model to determine effectiveness in the following areas:

1. Strategic Learning – School vision, mission and strategic goals, leading change, school improvement plan and distributive leadership.
2. Instructional Leadership – Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time.
3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment.
4. Human resource Leadership – Professional development/learning communities, recruiting, hiring, placing and mentoring staff, teacher and staff evaluations.
5. Managerial Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff.
6. External Development of Leadership – Parent and community involvement and outreach.

Name of School: Strother Elementary			
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>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>All teachers will give benchmark assessments provided by Alpha Plus at the beginning, middle, and end of each school year. Benchmark assessments are research based assessments that are aligned to state standards.</p> <p>Teacher Merit Pay Component: All certified staff will receive merit pay based on increase in school's grade card/grade report.</p> <p>For an "A" on grade report - \$3000.00 stipend For a "B" on grade report - \$2000.00 stipend For a "C" on grade report - \$1000.00 stipend</p> <p>Support Staff Merit Pay Component: All support staff will receive merit pay based on increase in school's grade card/grade report.</p> <p>For an "A" on grade report - \$500.00 stipend For a "B" on grade report - \$250.00 stipend For a "C" on grade report - \$100.00 stipend</p> <p>This justification for all certified staff, including the administrators, and for all support staff to receive merit pay is that the principals, along with other specialist and support staff, will be working directly with certified teachers, paraprofessional, the Superintendent Advisory Council, and students to implement all aspects of the Transformation. WeWeant</p>	<p>August 2015, 2016, 2017, 2018, 2019 and May 2016, 2017, 2018, 2019 and 2020</p> <p>June 2016, 2017, 2018, 2019, 2020 or the month immediately following the grade card reports</p>	<p>Connie Dotson, Principal</p> <p>Chad Broughton, Superintendent</p> <p>Susan Taff, Turnaround Officer</p> <p>Strother Board of Education</p>

We want for our entire school to have one vision and to be working towards a goal as a TEAM.

We will monitor this by making sure that the grade card is reviewed annually to determine awards. Documentation, including sign-in sheets, Grade Card Reports, Expenditure Reports and Agendas will be maintained.

Strother Board of Education is currently working to secure corporate sponsorship and/or assistance from the tribal affiliation and community members to continue these awards. Every effort will be made to secure adequate funding to continue providing merit pay beyond the funding period of the grant. If we are fortunate enough to receive these funds, we feel our enrollment will increase due to the extra opportunities we can provide for our students and teachers and that will help with sustainability.

<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>Strother Public School will be using Ms. Mary Dahlgren of N2:20 and Ms. Jan Barrick of Alpha Plus, as the external provider and the Effective Schools model toward comprehensive reform in professional development aligned with formative and summative data, including the state data (OCCT) and district benchmarks, the WISE Planning Tool, and Oklahoma Best Practices and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided in-house by Strother faculty members.</p> <p>Ms. Mary Dahlgren (N2:20) and Ms. Jan Barrick (Alpha Plus) will provide the following:</p> <ul style="list-style-type: none"> • Provides targeted technical assistance to build the district’s capacity for dramatic district and school improvement, including a 5 day teacher academy and 5 day new teacher academy in reading. • Creates Data Systems to collect and use Data driven decision making (District data collection and analysis, Individual teacher data systems to monitor student growth, Data walls in all classrooms and school data wall, early warning system to monitor student attendance, academic data, etc... • Provides job-embedded professional development aligned with formative and summative data, OCCT, EOI, district benchmark data, attendance, the WISE Planning Tool (school improvement plan), and the Oklahoma Nine Essential Elements and Needs Assessment. • Supports the Teacher Leader Effectiveness Model and McRel 	<p>July and August 2016, 2017, 2018, 2019, and 2020 for new teacher academy and teacher academy.</p> <p>August 2016-May 2017, August 2017-May 2018, August 2018-May 2019, August 2019-May 2020 for ongoing onsite and off site professional development.</p>	<p>Ms. Mary Dahlgren (N2:20)</p> <p>Ms. Jan Barrick (Alpha Plus)</p> <p>Strother Faculty</p> <p>Chad Broughton, Superintendent</p> <p>Connie Dotson, Elementary principal</p> <p>Susan Taff, Turnaround Officer</p> <p>State Department of Education-Webinars, training and teleconferences</p>
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	<p>Principal evaluation processes.</p> <ul style="list-style-type: none">• Facilitates building Professional Learning Communities (PLC's) composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort and help to build capacity and sustainability toward improvement. Furthermore, in a PLC, collaboration will represent a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. Members of a PLC will be focused on results and develop and pursue measurable improvement goals that are aligned to school and district goals for learning.• Implements a Train the Trainer model (Instructional Coaches) to provide sustainability for district reform and a coaching model (Teachers and Administrators) with on-site coaching to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with instructional strategies in the classroom, providing mentoring and feedback sessions with instructional coaches, teachers and administrators. Coaching visits will take place weekly to build capacity during year 2 and working down to monthly throughout the 5 years of the School Improvement Grant through the "Train the Trainer" model during years 4 and 5 of the grant to build sustainability.• Implements and provides training for conducting "Instructional		
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Rounds” to enhance teacher interaction and self-reflection with teachers one day in the fall and one day in the spring.

- Disaggregate and analyze both formative and summative data to drive improvement and transformation.
- Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources.
- Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices.
- Align the instructional delivery system within the school and classroom to meet individual learning needs of all students.
- Align curriculum with existing standards (Oklahoma Academic Standards), and any additional standards to be developed by the OSDE, benchmarks and assessments.
- Align instructional practices in the classroom to be standards-based, incorporate higher-order thinking, and to meet the unique learning needs of each and every student.
- Provide differentiated instructional strategies professional development.
- Provide response to intervention (RTI) professional development.
- Provide scientifically based reading and math professional development and interventions.

- The External providers, will also provide on-going professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as quarterly and yearly reports for accountability with the Superintendent, Principal, and OSDE team. Teacher and principal interviews, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching and leadership development, professional development, and continued data-driven decision making.
- The External Providers will be held accountable for producing results using student academic achievement with OCCT data and AYP/API scores and the A to F Report Card.

In order to determine professional development needed and aligned with the LEA's comprehensive school plan, four elements will be used. All faculty members completed survey. The WISE Online Needs Assessment will be administered to the Strother Team. Data from the site visits by the School Improvement Plan Support Team Members will also be utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job embedded professional development.

As our school is low income and has a big population of special education children, Jan Barrick and Alpha Plus will be using the

following book: Fulfilling the promise of Differentiated Classroom by Carol Ann Tomlinson, to assist our staff in becoming more focused in how to deal with differences in children.

N2:20 and Alpha Plus will work together and implement a coaching and professional development model and provide a weekly on-site coach to use a “Train the Trainer” model with Reading and Math Instructional Coaches and to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Futhermore, that student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools staff members build a community. Coaching in the classroom promotes job-embedded learning, which is a great way to improve and grow professionally. Coaching occurs in a large frame that includes the components of long-term excellent performance, self-correction, and self-generation which builds capacity and leads to sustainability.

The concept of coaching is consistent with the following National Staff Development Council standards:

- Organizes adults into a learning community whose goals are aligned with those of the school and district.
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources to support adult learning and collaboration.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.

This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the TLE. This model will involve both regular observations and debriefing sessions and long-term development. Coaching visits will take place one day a week the second through fourth year of the grant (2016-2019), one day a month through a “Train the Trainer” model working with the Instructional Specialists to build capacity and sustainability of the grant (2019-2020).

An important component of this coaching model is for the coach to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determines if instruction is provided to the whole class, small groups, or peer lead. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught, formative and summative assessments, activities, materials, and resources used, and how students respond to the new skills and content matter, and if differentiation is utilized when delivering different teaching and learning approaches. Another important component of this model is the focus on the use of data in order to meet the learning needs of all students and improve effective classroom instruction.

N2:20 and Alpha Plus will also implement “Walk thru” to enhance teacher interaction and self-reflection with teachers. During these walk thru, instructional coaches make brief observations of teachers and during the teachers planning time the coach and teacher will discuss their experience. It is the discussion at the meeting and self-reflection by the teacher that is the benefit for improvement.

Both Alpha Plus and N2:20 will provide on-going professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data.

Name of School: Strother Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	<p>The district will implement a Train the Trainer Model in order to provide opportunities for career growth. We have implemented a new teacher evaluation system in order to provide teachers with positive reinforcement and validation.</p> <p>We will implement a performance-based incentive program for all staff. Incentive bonuses will be awarded annually for returning teachers based on the school's grade report by the State Department of Education. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Strother the following year.</p> <p>Monitoring – An inventory of all technology equipment will be maintained annually in compliance with federal regulations.</p> <p>Sustainability – The district will seek corporate sponsorship of bonuses/incentives before the funding period ends. The district will provide the latest technology for teachers such as interactive white boards, laptops, and projectors to provide ongoing opportunities for professional growth and to allow for increased student engagement.</p>	<p>2015/2016</p> <p>2016/2017</p> <p>2017/2018</p> <p>2018/2019</p> <p>2019/2020</p>	<p>Chad Broughton, Superintendent</p> <p>Strother Board of education</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>Strother Public Schools will continue to use vertical and horizontal alignment of curriculum and to identify instructional gaps using the OCCT reading and math results and the Priority Academic Student Skills until we change to the new state standards.</p> <p>All teachers are currently, and will continue to be trained to disaggregate data, align curriculum, identify gaps and to write effective curriculum. Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps to design a comprehensive curriculum that is based on the Oklahoma P.A.S.S. objectives and moving into the new state standards. All instruction will be embedded in this concept.</p> <p>Monitoring – Agendas, sign-in sheets, curriculum alignment.</p> <p>Sustainability – PLC team leaders will be trained using the Train the trainer model to ensure sustainability beyond the funding period.</p>	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>All Strother Elementary Staff</p> <p>Susan Taff Turnaround Officer</p> <p>Connie Dotson, Elementary Principal</p> <p>Chad Broughton, Superintendent</p>
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<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S./Oklahoma Core objectives as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction and organization practices to accommodate student assessments are critical to determine a student's strengths and weaknesses. Data from assessments will drive instruction in the classroom, which will result in increased academic achievement.</p> <p>Strother Elementary will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning. Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards and yearly curriculum pacing for the current year of teaching and the following year for both the students moving to the next grade. Strother elementary teachers will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, questioning, quizzes, projects, classwork and homework. Additional formative assessments that will be added as a result of the Transformation Model are project-based assessments. Teachers will learn about these assessments as well as how to utilize the results at our professional development meetings conducted in-house. Summative assessments we will continue to utilize are: Pre-K through 8th grade Dibbles Next, and Star math. All teachers will have an active role in working with Alpha Plus and their benchmark assessments at each grade level. Our primary goal is to provide a thorough and accurate academic assessment for K through 8th grade students using test items that are closely aligned with the Oklahoma P.A.S.S. standards and Oklahoma Core Standards. At professional development meetings teachers will bring their students' assessment data and disaggregate data and analyze it for strengths and weaknesses. N2:20 and Alpha Plus will train our teachers how to analyze data. This information will then be placed on a wall in our confidential data room. Teachers will develop grouping practices, modification of assignment, additional opportunities for students to</p>	<p>2016-2017 2017-2018 2018-2019 2019-2020</p>	<p>Susan Taff, Turnaround Officer</p> <p>Mary Dahlgren, N2:20</p> <p>Jan Barrick, Alpha Plus</p> <p>Connie Dotson, Elementary Principal</p> <p>Chad Broughton, Superintendent</p>
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	<p>Monitoring – Sign-in sheets, agendas, and benchmark data will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results.</p> <p>Sustainability – The Data and Technology Integration Coach will work with the Instructional Facilitators, N2:20 and Alpha Plus, and certified staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results.</p>		
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<p>8. Establish schedules and implement strategies that provide increased learning time.</p>	<p>Extended Day Activities: The district/school will extend instructional time by adding after school instruction and summer school. The focus of the reform strategy will be to engage students in productive academic learning time, not simply to add time to their day. Research supports the use of extended learning time, if a minimum of 300 hours per year is provided (Frazier & Morrison 1998).</p> <p>All students will be pre-tested and post-tested to determine the success of the extended learning time intervention. Our certified staff will submit the results for review so we have an opportunity to make any adjustments necessary to ensure student success. Students will also be pre and post-tested for summer school.</p> <p>The district and specifically our elementary will increase the instructional time by one hour per day Monday thru Thursday. This hour would focus on providing intervention to students who need the most support. Small groups will be utilized during this additional hour which will be multi-age, multi-level and flexible. It will allow all students an opportunity to receive instruction in the skills that are specifically designed to meet their individual needs.</p> <p>We will also transform the structure of our regular school day to make sure that every child gets a second session of reading and math. Sometimes utilizing a different teacher for the second period of instruction and always using a teacher who is highly qualified in the specific area of instruction.</p>	<p>August 2016 – June 2017</p> <p>August 2017-June 2018</p> <p>August 2018-June 2019</p> <p>August 2019-June 2020</p>	<p>Susan Taff, turnaround Officer</p> <p>Connie Dotson, Elementary Principal</p> <p>Chad Broughton, Superintendent</p> <p>Strother Board of Education</p>
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	<p>Our upper elementary students will participate in a built in advisory type period. During this period, the students will go to the teacher who is certified and highly qualified in the area the student is in most need of obtaining remediation.</p>		
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Name of School: Strother Elementary

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)
9. Provide ongoing mechanisms for family and community engagement.	<p>Our families are concerned about academic achievement of their children. They also have a great deal of concern for resources in their home. We have and will continue to use this data to select and secure community partners to address needs.</p> <p>In our attempt to improve our school community we have partnered with organizations to provide families a way to access services. Currently we have partnerships with Prevent Blindness Vision Screening, Food Bank, Seminole Nation for medical, educational, and social resources.</p>		<p>Strother faculty and staff</p> <p>Susan Taff, Turnaround Officer</p> <p>Connie Dotson, Elementary Principal</p> <p>Chad Broughton, Superintendent</p>

<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>Strother Elementary is a very small rural school. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Strother Elementary has developed and implemented district/school-wide communication and leadership mechanisms, so that those that will be impacted by a decision have a voice in that decision.</p> <p>Professional learning communities will be established in 2015/2016. Due to significant levels of staff turnover in previous years it have been difficult to have consistency. A few teachers who were not effective and were not rehired this year will be replaced with faculty members who share our vision for improvement.</p> <p>The leadership team will work with the certified and support staff to make necessary modifications to schedules, calendars, and budgets that will most effectively increase student achievement.</p> <p>Monitoring – The Superintendent’s Advisory Council will meet once monthly to discuss implementation and any barriers that may be impeding the efforts to implement the School Improvement Grant plan. Barriers will be identified by the PLC’s, principles, and teachers. Recommendations for policy changes to reduce barriers will be presented to the BOE by the superintendent.</p> <p>Sustainability – The Council will be maintained beyond the funding period to continue reviewing school improvement barriers and operational flexibility needs.</p>	<p>2016-2017</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Chad Broughton, Superintendent</p> <p>Strother Board of Education</p> <p>Superintendent’s Advisory Council</p>
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<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>Strother Elementary is a Priority School.</p> <p>The district will engage in ongoing technical assistance meetings with the State Department of Education and receive Professional Development from N2:20 and Alpha Plus.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from the School Support Team.</p> <p>The district will utilize the expertise of Susan Taff for the upcoming school year to address school needs and maximize student achievement. The School Support Team will work with Ms. Taff to utilize the WISE tool to assist with assessment, development, and documentation of school improvement efforts. Ms. Taff will work closely with the superintendent and leadership team as she observes and monitors the implementation of this plan. She will support the day-to-day needs of the school; keep everyone informed on progress or barriers.</p>	<p>2016-2017</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Susan Taff, Turnaround Officer</p>
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<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p>	<p>The technology package in this grant was designed to transform the teaching and learning process at Strother in dramatic ways for our students and our teachers. The technology pieces were specifically selected to create a total package that would enhance student engagement, provide efficiency in developing powerful lessons for the teacher, and to provide a meaningful systemic process for reflective teaching practices and effective feedback. We have such a “hodge podge” of equipment in our system. The diversity of our equipment has created a challenge when it comes to keeping everything up and running. We are not close to technicians to assist in the up keep for our equipment, so we are sometimes without a computer for several days or weeks when we have problems.</p> <p>It is imperative that we obtain the very best quality of technology available. It must be reliable and durable. We need to transform our labs and classrooms from overhead projectors and paper and pencil, into complete interactive learning environments. We have moved from an oral society, to print and now we must move to digital and graphical. Not only will technology change the way students learn, but it will also increase the engagement of all students. A teacher, who can spend less time and effort to engage the students, can use that time instead to create more fulfilling deliveries and lessons. Our students now have a new set of skills, the problem is that our school is out of touch with these skills. That is exactly what the tablets and Smartboards will help us close this gap and to be able to expand the students set of skills. With 63% of our students on free or reduced lunches and few with computers at home this package will help close this gap between their peers in higher socio-economic settings.</p>	<p>2015-2016</p>	<p>Chad Broughton, Superintendent</p>
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Name of School:			
Closure Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to close a Priority School.			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

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

Name of School:			
Early Learning 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 Early Learning Model (LEA must implement actions 1-9)			
1. Offer full-day kindergarten; and establish or expand a high-quality preschool program.			
2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;			
3. Replace the principal who led the school prior to commencement of the early learning model;			
4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);			
5. Use the teacher and principal evaluation and support system described in section A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and			

Name of School:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;			
6. 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 skill necessary to meet the needs of students in the school, taking into consideration the results from the teacher and support system described in section A.2(d)(1)(A)(ii) of these requirements, if applicable;			
7. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards; and in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socioemotional skills, self-regulation, and executive functions;			

Name of School:			
Early Learning 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. 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 educational and developmental needs of individual students;			
9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies.			

Name of School:			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Evidenced-Based, Whole-School Reform Model LEAs must implement actions (1-3)			
1. Is supported by evidence of effectiveness, which must include at least one study of the model that meets <i>What Works Clearinghouse</i> evidence standards with or without reservations; found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the <i>What Works Clearinghouse</i> ; and if meeting <i>What Works Clearinghouse</i> evidence standards with reservation, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study			

Name of School:			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
meets the other requirements in this section;			
2. Is a whole-school reform model as defined in these requirements;			
3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.			

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)**

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.

Strother Public Schools did not request the entire amount available for this grant. We only asked for what we felt would make the most impact at our school and we felt that sustainability would be easier if the amount was not so large. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services and to attend professional development. Strother Elementary was identified as a Priority school and is the only site to be served. Although the district has made progress over the past school year, more growth is needed. The district selected the Transformation Model due to recent success.

Required Components to be funded:

Additional Training

5 day Academy for all teachers and site-based training

In order to meet the requirements of the grant a stipend per day will be paid to each certified staff member for attending a 5 day academy in addition to the days of on-site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The collaboration time will be built into the schedule.

5 day New Teacher Academy

New teachers will be required to report 5 days earlier than returning teachers for a New Teacher Academy. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives.

Professional Development

Funding will provide 60 days of on-site coaching/modeling and direct training from Jan Barrick and Alpha Plus for \$64,500 a year. Funding will also provide an additional 30 days on on-site coaching/modeling from Mary Dahlgren for \$30,000 a year plus the 5 day teacher academy days at \$3,000 dollars a day for a total of \$15,000.

Total cost for coaching, training, and modeling from external providers and trainers will be \$109,500 a year for a total of 4 years with a grand total of \$438,000.

Extended Day/Year

Funding will provide more than 300 additional hours of instruction for our most at-risk students. Students in grades 2-8 will receive an additional one hour per day of instruction. This additional time will be targeted directly to their individual needs. In some instances this will mean a second period of math and/or reading instruction in small flexible groups. In other instances this additional time will provide enrichment through the arts, healthy and fit activities. Summer school will be extended to provide an additional 80 hours of summer school instruction. The cost for these salaries will be \$10,080 each for a total \$20,160

Bus Driver for Extended Day/Year

\$2975 and \$743.75 in benefits

Collaboration Time

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

Instructional Program

With the funding from the grant, all classrooms will be equipped with state of the art interactive white boards and projectors, as well as laptop/tablets for the teachers. Students in each grade level will have available to each grade level individual tablets and wireless carts.

Salaries**Turnaround Officer**

Strother Elementary will designate an office which is located in the 7th and 8th grade building. This office will be used for School improvement Team meetings, Professional Learning Community meetings, and faculty meetings. Ms. Taff was recommended by members of the staff as well as our leadership team, our Board of Education. Ms. Taff is a highly qualified teacher in many areas. She has been the district counselor and testing coordinator as well as head of Professional Development and Gifted and Talented. The Turnaround Officer will receive a salary that is commensurate with the Strother Public School pay scale for her years of experience plus a \$5,000 stipend each year for the turnaround officer in addition to her other duties. Her salary will be \$51,520 for all five years of the grant. This includes \$9,000 each year in benefits. This salary is based on the 2014-2015 Strother teacher pay scale and will be updated if there is an increase in teacher salary scale.

Data and Technology Integration Officer

Research strongly supports the integration of technology into the instructional program in order to prepare students for the 21st Century. Further, this infusion of technology into the professional development program will enable our teachers and administrators to fully access data, so that individual needs of teachers can be addressed as well as individual educational needs of the students. In order to ensure teachers and students have adequate support during the implementation phase, we propose employing a part-time Data and Technology Integration person during the five years of the grant at a cost of \$23,425 a year. Strother desires a significant technology program that is embraced by students and staff. However, adding the additional technology components (tablets, interactive white boards with speakers and projectors, tablet carts) to ensure access to the core curriculum by all students will require significant upgrades to our technology infrastructure. Without infrastructures, students and teachers will continue to be frustrated and discouraged about using the technology. Cost for technology items is \$343,597.24 one time.

Labor for technology installation/repairs - \$15,000 per year

Reading Specialist - \$41,400 per year

Math remediation specialist - \$39,700 per year

Reading and Math tutors – one hour daily \$10,080 each for \$20,160 per year

Special Education paraprofessional - \$18,000 per year

Teacher Stipends for Professional Development Teacher Academy - \$34,000 per year

Merit Pay

Individual Merit Pay Component

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

\$3,000 for an “A”

\$2,000 for a “B”

\$1,000 for a “C”

Total Cost with 34 certified staff - \$102,000

All support staff will receive merit pay based on increases in school report card scores as follows:

\$500 for an “A”

\$250 for a “B”

\$100 for a “C”

Total Cost with 23 support staff - \$11,500

Timely Distribution of Funds

Funds will be used immediately after receiving them and upon approval of the Strothe Board of Education.

In the space below, provide a narrative describing how the LEA establishes an FTE for a school 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.

The turnaround Officer will:

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to complementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Liaise between the Oklahoma State Department of Education, School Support Teams, central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with Oklahoma State Department of Education staff to discuss progress of each school served with SIG 1003(g) funds.
- provide quarterly status reports to the Oklahoma State Department of Education
- Attend all required professional development and meetings

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

- Summary Budget page and Justification page for each fiscal year* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools and/or Focus Schools for each fiscal 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

Budgets submitted for Priority Schools and/or Focus Schools should not exceed the maximum allowable per year over the period of grant availability for each identified school.

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:

- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in a Priority School and/or Focus School to be served;

- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

This would be the same as the narrative above due to the fact that we are only serving our Elementary.

In the space below, provide a budget narrative for each of the Priority Schools and/or Focus Schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2010 School Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

All narratives would reflect the same information due to the fact that we only have one elementary in our district and we are only serving that one site. The planning year funds would allow us to get the hardware in place and materials ordered before our students return in the fall of the first year of implementation.

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

- Summary Budget page and Justification page for each year of the grant for each Priority School and/or Focus School to be served. Budgets submitted must be aligned to the model selected for each school. Each budget should be sufficient to cover the minimum (\$50,000 per year) not exceed the maximum (\$2,000,000 per year) award range allowable for each Priority School identified during each of the fiscal years over the period of availability of the grant.
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement with fidelity, one of the following rigorous intervention models in each Priority School and/or Focus School that the LEA commits to serve.

Intervention Models

□ ***Turnaround model:*** A turnaround model is one in which an LEA must--

A. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

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

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

(ii) Select new staff;

C. 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;

D. 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;

E. 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;

F. 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;

G. 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;

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

I. Provide appropriate social-emotional and community-oriented services and supports for students. (2) A turnaround model may also implement other strategies such as--

(A) Any of the required and permissible activities under the transformation model; *or*

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

□ **Restart model:**

(1) 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.) The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school, if the school has been open for fewer than three years), including--

(A) Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(B) Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(C) High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA; and

(D) No significant compliance issues, including in the areas of civil rights, financial management, and student safety;

(2) A restart model must enroll, within the grades it serves, and former student who wishes to attend the school.

□ **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.

□ **Transformation model:** A transformation model is one in which an LEA implements each of the following elements:

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

(A) Required activities. The LEA must--

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

(ii) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that-

(1) Will be used for continual improvement of instruction;

(2) Meaningfully differentiate performance using at least three performance levels;

(3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;

(4) Evaluate teachers and principals on a regular basis;

(5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

(6) Will be used to inform personnel decisions.

(iii) Use the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements to 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; and

(iv) 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 students in the school, taking into consideration the results from the teacher and principal evaluation

and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements, if applicable.

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

- (i) Providing additional compensation to attract and retain staff with the skill necessary to meet the needs of the students in a transformation school;
- (ii) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (iii) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. (2)

Comprehensive instructional reform strategies.

(A) Required activities. The LEA must-

- (i) 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;
- (ii) 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; and
- (iii) 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 implement successfully school reform strategies.

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

- (i) Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective;
- (ii) Implementing a school wide "response-to-intervention" model;
- (iii) 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 English learners acquire language skill to master academic content;
- (iv) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (v) 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 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.

(A) Required activities. The LEA must-

(i) Establish schedules and strategies that provide increased learning time(as defined in these requirements): and

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

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

(i) 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;

(ii) 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;

(iii)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

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

(4) Providing operational flexibility and sustained support.

(A) Required activities. The LEA must-

(i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates; and

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

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

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

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

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

□ **Evidence-Based, Whole-School Reform Model:** – To implement an approved evidence-based proprietary or non-proprietary strategy. Additional information can be found on the USDE website at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> and should be taken into consideration when choosing one of the strategies. Under the final requirements, an evidence based, whole school reform model-

- (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-
 - (A) Meets *What Works Clearinghouse* evidence standards with or without reservations;
 - (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the *What Works Clearinghouse*; and
 - (C) If meeting *What works Clearinghouse* evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
- (2) Is a whole-school reform model as defined in these requirements; and
- (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

□ **Early Learning Model:** An LEA implementing the early learning model in an elementary school must-

- (1) Implement each of the following early learning strategies-
 - (A) Offer full-day kindergarten;
 - (B) Establish or expand a high-quality preschool program (as defined in these requirements);
- (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;

- (3) Replace the principal who led the school prior to commencement of the early learning model;
- (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers, and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);
- (5) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;
- (7) Use data to identify and implement an instructional program that-
 - (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- (8) Promote the continuous use of student data (such as form formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
- (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies.

Lowest-achieving schools: as determined by the state.

On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing (i.e., Priority Schools) in the state. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma):** A school that, based on scores on the most

recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the state. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state.

Priority School:

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

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

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

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

Current SIG schools are eligible to apply for additional years, not to exceed 5 years.

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

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

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

Evidence of strongest commitment: In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA

must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

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

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

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

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

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

The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Criteria:

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for number of years over the period of availability of the grant 1003(g) that directly align to the activities and strategies stated in the plan.
- h) 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.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority School to be served.
- j) The LEA has established an FTE for an LEA Turnaround Office or Office(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

NOTE* A level III must be met in all areas before approval is granted.

Level I	Level II	Level III
<ul style="list-style-type: none"> 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"> Some 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.

EXTERNAL PROVIDERS

The LEA has demonstrated how it has, or will, recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

Criteria:

- a) The LEA’s written procedure/policy includes analysis of school operational needs and articulates specific goals and expectations for the provider;
- b) The LEA’s plan includes research and priority of available providers, which may include contacting other LEA’s that have used the provider;
- c) The LEA has included parents and other stakeholders in the review and selection process of external providers;
- d) The LEA’s plan includes and evaluation process for the external provider’s progress toward goals and expectation;
- e) The LEA’s plan defines consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not 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 addresses only some of the criteria identified above 	<ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all criteria identified above.

Level I	Level II	Level III
<input type="checkbox"/> The justification for the selection of external providers does not include the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.	<input type="checkbox"/> The justification for the selection of external providers includes some of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.	<input type="checkbox"/> The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.

LEA INTEGRATION OF SERVICES

The LEA has demonstrated it will use the School Improvement Grants funds to provide adequate resources and related support to each school it commits to serve in order to implement fully and effectively the selected intervention on the first day of the first school year of full implementation.

Criteria:

- a) The LEA has provided a budget indicating the amount of school improvement funds it will use in each school in each year it commits to serve.
- b) The LEA seeking funds for a planning year has described the planning/preimplementation activities it will undertake, the timeline for implementing those activities, and a description of how the activities will lead to successful implementation of the selected intervention.
- c) The LEA’s budget covers at least three years and no more than five years and has the size and scope to implement the selected school intervention model.
- d) The LEA has provided a description of the activities and included the budgeted amount of funds necessary to support sustainability.

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
The LEA has addressed none of the indicators of providing adequate resource and support in order to implement the selected intervention.	The LEA has addressed some of the indicators of providing adequate resource and support in order to implement the selected intervention.	The LEA has fully and thoughtfully addressed all of the indicators of providing adequate resource and support in order to implement the selected intervention.

LEA MODIFICATION OF POLICIES AND PROCEDURES

The LEA has demonstrated how it will modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Criteria:

- a) The LEA provides a description of how policy was or policies were modified to enable the school(s) to implement the requirements of the selected intervention model to include: providing flexibility in hiring practices at the school site, scheduling protected collaborative planning time, and changing the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, and credit-recovery programs).

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
<input type="checkbox"/> The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.	<input type="checkbox"/> The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.	<input type="checkbox"/> The LEA describes how policy was or policies were modified to enable schools to implement all of the requirements of the selected intervention model.

LEA SUSTAINABILITY

The LEA has described how it will sustain the reforms after the funding period ends.

Criteria:

- a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.
- b) The LEA has established a continuation plan to promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.
- c) The LEA has established a continuation plan to 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 continue the school reform strategies.

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
The LEA had addressed none of the indicators of sustainability.	The LEA has addressed some of the indicators of sustainability.	The LEA has fully and thoughtfully addressed all the indicators of sustainability.

LEA OVERSIGHT

The LEA has demonstrated how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve, such as by creating an LEA turnaround office.

Criteria:

- a) The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools, and the Turnaround Office Staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model.

Job Description of Turnaround Officer-

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds. Provide quarterly status reports to OSDE.
- Attend all OSDE required professional development and meetings.

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model.	<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included some of the required job descriptors.	<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included all of the required job descriptors.

EVIDENCE-BASED STRATEGIES

The LEA has demonstrated how, to the extent practicable, in accordance with its selected SIG intervention model(s), it will implement one or more evidence-based strategies.

Criteria:

- a) The LEA has researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- b) The LEA has a person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- c) The LEA has a strategic plan in place for professional development to implement the evidenced-based strategy(s);
- d) The LEA has ensured alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

***NOTE* A level III must be met in all areas before approval is granted.**

Level 1	Level II	Level III
The LEA has addressed none of the indicators of how it will implement one or more evidence-based strategies.	The LEA has addressed some of the indicators of how it will implement one or more evidence-based strategies.	The LEA has addressed all of the indicators of how it will implement one or more evidence-based strategies.

MODIFICATIONS FOR LEA’S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM

For an LEA eligible for services under subpart 1 & 2 of part B of title VI of the ESEA (Rural Education Assistance Program) that proposes to modify one element of the turnaround or transformation model, the LEA has described how it will meet the intent and purpose of that element.

Criteria:

- a) The LEA has identified which schools receiving School Improvement Funds are eligible for Title VI funds, which element they will be modifying of the chosen model, and how it will meet the intent and purpose of the original element.

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
The LEA has addressed none of the indicators of how it will meet the intent and purpose of the element chosen to modify	The LEA has addressed some of the indicators of how it will meet the intent and purpose of the element chosen to modify	The LEA has addressed all of the indicators of how it will meet the intent and purpose of the element chosen to modify

IMPLEMENTING RESTART MODEL

For an LEA that proposes to use SIG funds to implement the restart model in one or more eligible schools, the LEA has demonstrated that it will conduct a rigorous review process, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

Criteria:

- a) The LEA’s application demonstrates it will conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds.
- b) The LEA’s review process included a determination that the charter school operator, CMO, or EMO is likely to produce strong results for the school.
- c) The LEA’s review process includes data from the selected CMO/EMO that shows significant improvement in academic achievement for designated student groups, success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide for all designated student groups, High school graduation rates, where applicable, that are above the average rates in the State for

the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

NOTE* A level III must be met in all areas before approval is granted.

Level I	Level II	Level III
The LEA had addressed none of the indicators of implementing the restart model.	The LEA has addressed some of the indicators of implementing the restart model.	The LEA has fully and thoughtfully addressed all the indicators of implementing the restart model.

IMPLEMENTING EVIDENCE-BASED, WHOLE SCHOOL REFORM MODEL

For an LEA that proposes to use SIG funds to implement, in partnership with a strategy developer, an evidence-based, whole-school reform model in a school, the LEA has demonstrated that the evidence supporting the strategy it proposes to implement includes a sample population or setting similar to the population or setting of the school to be served and that the LEA has partnered with a strategy developer that meets the definition of “strategy developer” in the SIG requirements.

Criteria:

- a) The LEA has provided evidence standards with or without reservation that meet “What Works Clearinghouse”.
- b) The LEA has chosen a “strategy developer” that maintains proprietary rights for the strategy or, if no entity or individual maintains proprietary rights for the strategy, an entity or individual that has a demonstrated record of success in implementing the strategy in one or more low-achieving schools or that, together with a partner LEA, has a high quality plan for implementing the strategy in a school.
- c) The LEA’s “whole-school reform model” is designed to improve student academic achievement or attainment, will be implemented for all students in a school, and addresses, at a minimum and in a comprehensive and coordinated manner, school leadership, teaching and learning in at least one full academic content area (including professional learning for educators), student non-academic support, and family and community engagement.
- d) The LEA has included sample populations or settings similar to the population or setting of the school to be served for the proposed reform strategy.

***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
The LEA had addressed none of the indicators of partnering with a strategy developer.	The LEA has addressed some of the indicators of partnering with a strategy developer.	The LEA has fully and thoughtfully addressed all the indicators of partnering with a strategy developer.

SCHOOL NEEDS ASSESSMENT AND IDENTIFICATION OF INTERVENTION MODEL

The LEA has analyzed the needs of each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA’s application and has selected an intervention for each school that is designed to meet the specific needs of the school, based on a needs analysis that, among other things, analyzes the school improvement needs identified by families and the community, and takes into consideration family and community input in selecting the intervention for each school.

Criteria:

- a) The LEA has analyzed multiple sources of data which may include, but is not limited to student and staff profiles; student achievement data; curriculum analysis data, state and local assessment data; instructional practices inventories; focus walks; school culture surveys; student, family and community surveys and demographic information; professional growth and development inventories and evaluations; leadership evaluations; organizational charts and job descriptions; previous budgets and resource allocations; and results of previous annual plan reviews and updates; and provide in its application a detailed summary of this analysis.
- b) The LEA identified, based on the results of the data analysis and needs assessment, an intervention model for each Priority School the district elects to serve and demonstrate in the application with a narrative describing the correlation between the results of the data analysis, needs assessment report, and chosen model.
- c) The LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority Schools. ***NOTE* A level III must be met in all areas before approval is granted.**

Level I	Level II	Level III
<input type="checkbox"/> No data sources were used in the analysis or summary of analysis is	<input type="checkbox"/> Few data sources (1-3) were used and summarized into a	<input type="checkbox"/> Multiple data sources (4 or more) were used and have been

<p>nonexistent.</p> <p><input type="checkbox"/> The identified model is not supported by the data analysis and needs assessment.</p>	<p>limited analysis.</p> <p><input type="checkbox"/> The identified model is partially supported by the data analysis and needs assessment.</p>	<p>summarized into a meaningful analysis.</p> <p><input type="checkbox"/> The identified model is fully supported by the data analysis and needs assessment.</p>
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SCHOOL SMART GOALS

Level I	Level II	Level III
<p><input type="checkbox"/> Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</p>	<p><input type="checkbox"/> Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</p>	<p><input type="checkbox"/> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</p>

SCHOOL INTEGRATION OF SERVICES

The LEA has demonstrated how it will align other resources with the selected intervention.

Criteria:

- a) The LEA has a plan for designating Title I, Part A Funds. Examples to include: stipends for teachers attending professional development or supplemental materials for extended school hours.
- b) The LEA has a plan for designating Title II, Part A Funds. Examples to include: Registration and travel for teachers attending national conferences and/or workshops.
- c) The LEA has a plan for designating Title III, Part A Funds. Examples to include: Professional development in strategies for English Language Learners.
- d) The LEA has a plan for designating Title VI, Part B if applicable.

****NOTE* A level III must be met in all areas before approval is granted.***

<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
<p><input type="checkbox"/> The LEA has not integrated resources to support the selected intervention model.</p>	<p><input type="checkbox"/> The LEA has integrated some resources (1-2) to support the selected intervention model.</p>	<p><input type="checkbox"/> The LEA has integrated multiple resources (3 or more) to support the selected intervention model.</p>

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

Level I	Level II	Level III
<ul style="list-style-type: none"> The school has addressed none of the indicators of sustainability. 	<ul style="list-style-type: none"> The school has addressed some of the indicators of sustainability. 	<ul style="list-style-type: none"> The school has addressed all the indicators of sustainability.

FAMILY AND COMMUNITY ENGAGEMENT

The LEA has demonstrated how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

Criteria:

- a) The LEA has demonstrated it has involved and received commitment of 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.
- b) The LEA has a plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model. (e.g. Mentoring Programs, Community Action Boards, Science and Art Fairs, Grandparents Day)

****NOTE* A level III must be met in all areas before approval is granted.***

Level I	Level II	Level III
The LEA has addressed none of the indicators of family and community engagement.	The LEA has addressed some of the indicators of family and community engagement.	The LEA has fully and thoughtfully addressed all the indicators of family and community engagement.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

Level I	Level II	Level III
<p><input type="checkbox"/> The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*.</p>	<p><input type="checkbox"/> The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed.</p>	<p><input type="checkbox"/> The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.</p>

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

Criteria:

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model’s design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for five (5) fiscal years that directly align to the activities and strategies stated in the plan.
- h) 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.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority School to be served.

j) The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

NOTE* A level III must be met in all areas before approval is granted.

Level I	Level II	Level III
<ul style="list-style-type: none"> 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"> Some 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/School Budget Summary

Level I	Level II	Level III
<ul style="list-style-type: none"> None of the required budget criteria are addressed. None of the additional grant requirements are addressed in the narrative and included in the budget worksheet. The LEA has not funded the required components of the chosen intervention model. 	<ul style="list-style-type: none"> Some of the required budget criteria are addressed. Some of the additional grant requirements are addressed in the narrative and included in the budget worksheet. The LEA has funded some 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 addressed. All of the additional grant requirements are addressed in the narrative and included in the budget worksheet. The LEA has funded all of the required components of the chosen intervention model, considering the needs assessment and the LEA's ability to align other resources.

** Note that Summary Budget Pages and Justification Pages for the LEA and Priority Schools will be reviewed by the School Support/School Improvement Office for accuracy.*