

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	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> LEA Effective Oversight	Up to 5 pages
<input type="checkbox"/> LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
<input type="checkbox"/> 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/Turnaround_Teacher_Compencies.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/Turnaround_Leader_Compencies.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 measurable 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 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	<ul style="list-style-type: none">• Stipends for teachers attending professional development• Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none">• Registration and travel for teachers attending National Conferences and Workshops• Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none">• 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)	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> School Needs Assessment	Up to 5 pages
<input type="checkbox"/> School Identification of Intervention Model	Up to 5 pages
<input type="checkbox"/> School SMART Goals	Up to 5 pages
<input type="checkbox"/> School Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> School Modifications of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> School Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> School Action Plan for Planning Year One	Up to 5 pages
<input type="checkbox"/> School Action Plan for Engaging Family and Community	Up to 5 pages
<input type="checkbox"/> 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 **S**pecific
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	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none"> • 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/CenteronSchoolTurnaround_SIGPlanning_20150310.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: Temple Public Schools	Applicant's Mailing Address: P.O. Box 400 Temple, OK 73568
Local Educational Agency Contact for the School Improvement Grant Name: Kolby Johnson Position and Office: Superintendent Contact's Mailing Address: P.O. Box 400 Temple, OK 73568 Telephone: 580-342-6230 Fax: 580-342-6463 Email address: kjohnson@temple.k12.ok.us	
Superintendent (Printed Name):	Telephone: 580-342-6230
Signature of the Superintendent X _____	Date: June 9, 2015
The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.	

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

- A. 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
N/A					

Schools Served with FY2012 SIG Funds (add more rows as needed)

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
N/A					

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
N/A					

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

School Name	NCES ID #	INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Temple Elementary School	3302480		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 #	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL
N/A		

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>Temple Elementary School will implement the transformation model, with the first year being a planning year. Temple Public Schools has created both a SIG Advisory Committee and a Leadership Team that will provide planning and oversight of the project. The school has a detailed and realistic timeline that has been developed to guide implementation. The superintendent, Kolby Johnson, will lead a search for a Turnaround Officer, who will be hired at least by the beginning of the summer in 2016.</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>Temple Elementary School does not have an elementary principal. The superintendent, Kolby Johnson, was hired in fall 2014 and has served also as elementary principal. This is the requested modification of the turnaround model – there is no elementary principal to replace. The school last had an elementary principal in 2011-2012. It plans to use the planning year to determine if the school has the resources to hire an elementary principal prior to the implementation year.</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>Temple School has involved support from the following stakeholders: parents, teachers, support staff, administrators, local board, local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, Temple Volunteer Fire Department, and the School Support Team. It invited participants to help complete its ASCD self-study needs assessment. The community partners were also consulted in putting together the model's design.</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_Competerencies.pdf. 	<p>Temple's school staff is 100 percent highly qualified for this project and all other endeavors. Five teachers have 25 years or more of experience; three teachers have 10-plus years, and three have less than four years of experience in the classroom. Across the board, they have shown their support for this project. They are dedicated to taking whatever steps necessary to increasing student academic achievement. This includes each of the three "most important turnaround actions" according to the Public Impact for the Center on Innovation and Improvement. These are:</p>

	<p>1) “identify and focus on a few early wins with big payoffs,” 2) “break organization norms or rules,” and 3) “act quickly in a fast cycle” by training new tactics and discarding failed tactics. The teachers are tired of seeing students fail, and are willing to be trained in various methods to stop the frequency of academic failure among elementary students.</p> <p>Several teachers serve on both the SIG Advisory Committee and the project Leadership Team. The school will seek a turnaround officer who has the expertise, credentials, capacity and positive attitude to produce results in this position. The superintendent is committed toward supporting and implementing the Transformation Model and bring about the necessary change needed to achieve a positive, successful climate for the students.</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>The LEA comprises Temple High School and Temple Elementary School. Therefore, all resources toward improving elementary student achievement will be directed to Temple Elementary School. Upon notification that the school was designated as a Focus School, the LEA began setting aside Title I funds and additional Title II funds for professional</p>

	<p>development. The LEA understands that a whole-school change needed to address the areas of need will take many resources and is willing to serve the school throughout the school improvement process. Already, the LEA has started implementation of strategies to help increase elementary student performance during this summer.</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_Compencies.pdf. 	<p>In fall 2014, the district hired Kolby Johnson, who serves as both superintendent and elementary principal. Mr. Johnson came from a larger district in eastern Oklahoma, and has brought energy and vision to this small district. Although he has many duties at the superintendent level, he has demonstrated a vision for the elementary school through targeted professional development and faculty support. This vision has led to improvement in long-range planning with teachers and staff. He has actively sought methods to bring in new tactics while discarding tactics that no longer positively affect student achievement. Throughout the implementation years of the SIG grant, the LEA will recruit candidates for the elementary principal position.</p>

<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	<p>The LEA has consulted with the Oklahoma State Department of Education concerning the improvement process. It has received guidance from the Office of School Turnaround in development of a plan. Much of the strategic plan resulted from a needs assessment developed by the ASCD (formerly the Association for Supervision and Curriculum Development) and The Center on School Turnaround’s “Maximizing the Planning Year” guidance. It has named both a SIG Advisory Committee and Leadership Committee for this project. The Advisory Committee has conducted needs assessments, developed goals, and suggested strategies for school improvement. The Leadership Team has taken this input and other input from parents, teachers, and community members to decide on the correct model for school reform. The team decided on the Transformation Model as the model most closely aligned with Temple’s needs and goals.</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>With the help of both the Advisory Committee and Leadership Team, the school has constructed a budget for the planning year, three implementation years, and sustaining year. Most of the budget for the</p>

	<p>planning year will be dedicated to professional development and acquisition of resources that will help teachers prepare for the turnaround effort. In the implementation years, most of the funds will be allocated to salaries and benefits of key staff, including the Turnaround Coach, math remediation teacher, reading remediation teacher, five-day teacher academies, and incentive pay. All outside providers of staff development services and resources will be chosen through the bid process in accordance with OCAS purchasing guidelines. The attached Budget reviews by the Advisory Committee and Leadership Team have ensured that all costs are aligned with project goals. 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 installation of a Turnaround Office is paramount to the success of the project. That led to the decision to actively pursue a Turnaround Officer and not wait until the implementation year to install the officer. The officer will oversee the monitoring of the program. This person's office will be located in the elementary school next to the central office. This officer will work with teachers and the</p>

	<p>Leadership Team to construct a method to track academic progress of all students. This information will guide project modifications. A data room will be established and maintained. Data included in this room will include OCCT assessments, students identified in the bottom 25% quartile from OCCT test scores, achievement on OCCT tests of students with special needs, DIBELS assessments of students with special needs, student benchmark testing, discipline referrals, student attendance, teacher attendance, and DIBELS assessments. This room will also hold teacher observation and evaluation data to be used to identify teachers in need of improvement. A Data Wall will also be implemented in the room to monitor student program and track interventions. In addition, the state will send the School Support Team Leader to offer feedback and technical assistance as needed based upon the visits.</p> <p>The TLE Tulsa Model teacher evaluation tool will also be utilized.</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>During the planning and implementation years, 20 minutes will be added to each instructional day. This change has already been made to take effect at the beginning of the 2015-</p>

	<p>2016 year. The LEA will use the planning year to determine the best method to adding instructional minutes to the school day. Currently, these minutes will be added to the end of each regular school day. Also, the school will work with community partners to implement a summer school program. This program will run for four weeks during the month of June and will last from 8 a.m. to 1 p.m. each day. Funds from other district and grant resources will be used to pay for the summer program.</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>A turnaround officer will be installed at least by the beginning of summer 2016. However, the search has already begun. If a qualified individual is identified during the planning year, that person will be hired immediately and will begin job duties as soon as he or she is hired. Funds have been added to the planning year in the hopes that the officer will be identified by the spring semester.</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 district has already scheduled at least 90 minutes per week for teacher collaboration, even in the planning year. All teachers will meet before school for 30 minutes two times a week. They will then meet after school for at least 30 minutes at least once a week. The Turnaround Officer,</p>

	<p>OSDE, and outside training vendors will train teachers in effective collaboration strategies and classroom improvement techniques. The data room will provide a central method of collaboration and vertical learning.</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>Until a Turnaround Officer is identified and hired, superintendent Kolby Johnson will meet with SEA staff during the planning year. He will also work with the OSDE’s School Support Team Leader during site visits. Once hired, the Turnaround Officer will communicate with the Advisory Committee, Leadership Team, and SEA. The SIG Advisory Committee will meet with the Turnaround Officer each month to review project activities and offer suggestions for modifications. The Leadership Team will meet with the Turnaround Officer weekly to review project activities, expenditures, and benchmarks. A communication plan has been established to facilitate daily communication between the Turnaround Officer and Superintendent, weekly communication between the Turnaround Officer and all teachers, and monthly communication between</p>

	the Turnaround Officer and the state department of education.
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	As shown by the most recent Schedule of Findings and Costs, auditors found no problems in Temple Public Schools financial processes. Temple has been a part of several federal and state goals in the past decade, with little or no audit findings.
<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. 	The SIG Advisory Committee and Leadership Team led the LEA in a needs assessment this spring. The needs assessment was based on the online assessment developed by the ASCD (formerly the Association for Supervision and Curriculum Development). Student classroom and test achievement was compiled. The faculty and staff have participated in staff assessment and TLE assessments. The Advisory Committee also survey partners and students. All assessments were then aggregated (to ensure privacy) and presented to the Advisory Committee. All assessments were used to help the school determine its capacity to design, support, monitor and assess the implementation of the selected model and strategies.
<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. 	Temple Public Schools have already started the seeking methods to sustain

	<p>this project past the state funding years. Partner agencies have been asked to be a large part of the sustainability process. The Transformation Model will be sustained through local and state grant funds, federal program funds, and community partners. Teachers will participate in Train-the-Trainer events beginning in the fifth year in order to take over the training.</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>N/A</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.
- 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.

The SIG Advisory Committee has worked with the state Office of School Turnaround to develop a list of potential external providers. Based on this collaboration and its own research, Temple Public Schools has developed a short list of providers that have success working with similar schools, offer services that are aligned with Temple’s SIG initiatives, and have shown capacity to serve schools using the Transformation Model.

The SIG Advisory Committee and Leadership Team will select the external provider after completing its 12-step process of selecting external providers.

Following is a list of potential providers whose services align with Temple’s needs. The final decision on external provider will be made by fall 2015:

Collier Education Consulting, LLC, dba Educational Consulting Service (ECS), Kim Collier, M.Ed. ECS has worked with similar schools in School Turnaround projects and provides technical assistance and on-site training in research-based effective teaching strategies and classroom coaching, curriculum mapping and alignment, creating school wide data systems and classroom data systems, creating and analyzing formative assessments, providing job-embedded English Language Learner strategies using the Sheltered Instructional Observation Protocol model (SIOP) and support with teacher and administration effectiveness. Ms. Collier has been an external provider for hundreds of schools in the state of Oklahoma, as well as schools in Chicago, Texas, New Mexico, Arizona, and Arkansas. She has also served as the external provider for 4 other SIG schools.

Solution Tree. Solution Tree has worked with a school in southern Oklahoma and with Oklahoma City Public Schools on their SIG projects, and its methods align with Temple’s needs, especially in the area of Professional Learning Community implementation. Solution Tree is a leader in educational reform, both at the classroom level as well as the administrative level. Temple staff have been to conferences in which Solution Tree has provided information on PLCs, interventions, classroom reforms in grading, discipline and instruction, school culture, assessments, data and the roles of leadership in schools today.

Barlow Education Management. Since 1985, the Barlow firm has provided administrative management and consultant services to hundreds of Oklahoma Public School Districts. It is staffed by recognized and respected experts in their fields, who collectively have over 500 years of administrative experience at the Site, District and State levels. Our goal is to provide whatever services a local School District needs that are within our scope of expertise. Most recently, Barlow Education Management Services has initiated a teacher improvement program. In this program, Barlow provides a professional to work with a teacher whose performance reviews have put him or her in danger of termination. BEMS works with districts on the initial planning, development and implementation of Professional Learning Communities. Through the use of planning sessions, retreats and workshops with district staff, BEMS facilitates discussion, development and coordination of project plans. This professional works with the teacher to identify weakness areas and methods to improve his or her work performance. Schools who have

used this program attest to its effectiveness.

The SIG Advisory Committee and Leadership Team will select one provider, or will decide to use specific services from each of the providers. The end result of the services will be

- 1) an established new teacher orientation program and the training of trainers program.
- 2) A faculty and school decision-making model rooted in data analysis, coaching, leadership, and professional development.

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	Professional services Technology hardware
Title II, Part A	Aide Professional development
Title III, Part A	Technology Hardware
Title VI, Subpart 1 or 2 of Part B, if applicable	
Other Federal Resources <ul style="list-style-type: none"> • <i>Title VI REAP Flex</i> • <i>REAP</i> 	Professional services Software
State Resources	
Local Resources <ul style="list-style-type: none"> • <i>Temple Education Foundation</i> 	Balance of educational expenditures, scholarships

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 SIG Advisory Committee was created early in the spring semester of 2015 to oversee the project. This committee consists of the following people:

- Kolby Johnson, superintendent
- Warren Butler, dean of students
- Ryan Booher, counselor/teacher
- Sharon Coleman, teacher
- Terri L. Hooper, teacher
- Ann King, teacher
- Terri J. Hooper, parent

- Gloria Sullivan, parent
- Pamela K. Varner, community representative
- Amber Delaney, community representative
- Stayce Whisenhunt, community representative

Also, a leadership team has been created. The Leadership Team consists of the superintendent, dean of students, counselor, and central office staff. This team will be in charge of modifying school policies and gathering student data during the planning year. It will also be in charge of seeking out the most-qualified individual for the Turnaround Officer. Once the Turnaround Officer is hired, he or she will serve on both the Advisory Committee and Leadership Team.

Through the work of these two committees, the following modifications for both the planning and implementation years have been constructed:

-- Adding 20 minutes to the instructional day. The minutes will be added to the end of each day during the planning year. The effectiveness of the time slot will be reviewed throughout the planning year to ensure that the correct steps are put in place at the beginning of the implementation year.

-- Modifying the district calendar to allow for the additional professional development days. Professional development during the school year will start in fall 2015. The summer 5-day training and new teacher training will be held each summer beginning in 2016.

-- Developing a website and take-home materials to educate parents and community members about the school's transformation. This will be completed by the beginning of the implementation year.

-- Developing a summer school program in conjunction with community partners. This program will start in summer 2016 before the beginning of the implementation year.

-- Developing a daily schedule that provides teachers with added time for collaboration, data analysis and student achievement evaluation. This schedule will be reviewed and adjusted throughout the planning year so that the best-fit schedule is in place at the beginning of the implementation year.

-- ensuring that budgets will be aligned with school and state goals for school improvement. The Oklahoma Rural Education Association will ensure that the policies are reviewed.

-- ensuring that the school's Teacher Leader Effectiveness Evaluation and McRel Evaluation methods are aligned with school turnaround activities.

-- ensuring the district will develop and adopt policy for sign-on bonuses, performance based incentive bonuses and additional policies to comply with the school improvement grant. The bonuses will start in the first implementation year.

The SIG Advisory Committee and Leadership Team will develop statements of purpose and by-laws for the committees' operation. These will be developed during the first part of the planning year.

Professional Development will be provided on curriculum alignment and professional learning communities.

The Turnaround Officer, dean of students, and Superintendent will be responsible for providing timely access to information needed to complete tasks, such as student data.

Teachers that are returning to the district in 2015-2016 will sign agreements indicating they are in support of the SIG Application and the Transformation Model, and they agree to the performance-based evaluation as terms of their employment.

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.

Stakeholders

The small rural district of Temple Public Schools has involved many stakeholders in the project planning. This collaboration will continue and expand for the SIG grant.

- 1) Temple Elementary School is a PK-8th grade site. All teachers, administrators, and support staff work in the same building. All staff are aware of the district's intention to pursue SIG funding in order to complete the Turnaround process, and they express full support for the project. All teachers participated in the data collection as part of the needs assessment process. The staff also assisted in identifying strategies and tactics on how to implement the transformation model.
- 2) All stakeholders have been included in the planning process for this application. The SIG Advisory Committee was formed during the spring semester and helped in selection of the transformation model, selection of project activities, and research on best practices. This advisory committee brought in voices from parents and community representatives.
- 3) The Leadership Team made final decisions based on input solicited from teachers, support staff, parents, and community members.
- 4) The implementation of the transformation model will be monitored by both the SIG Advisory Committee and Leadership Team. Both will meet regularly to discuss the project's strengths and challenges, and to make recommendations of adjustments to the project to increase its efforts in meeting project goals. A project website and take home materials will keep all stakeholders informed of project activities and results.

Transition Plans

Temple will initiate a Train-the-Trainer model with the instructional facilitator. All new teachers will be matched with a classroom mentor and will be trained in all areas offered during the implementation years. After the end of grant funding, all teachers and staff will be qualified to continue project activities.

Also, both the SIG Advisory Committee and Leadership Team will continue their monitoring duties beyond funding years. In that manner, even a change in district personnel will not disrupt project activities. The SIG Advisory Committee will meet monthly and prepare reports to be presented at regular Board of Education meetings. The Leadership Team will discuss the project weekly and provide financial oversight.

Temple Public Schools will require all new teachers to participate in professional development on the following sustained reforms:

- Data analysis
- Data-driven decision making
- Curriculum
- Differentiated Learning
- Intervention models
- Understanding poverty
- Understanding differentiated cultures
- Temple Public Schools policies and procedures
- Mentoring activities for all new teachers. All new teachers will be assigned a classroom mentor. These mentors will be assigned in August in order for collaboration in preparing for the school year.

Temple Public Schools will create and sustain a recruitment set-aside budget. These funds will be used to provide signing bonuses, which will help the district hire qualified candidates for teaching and leadership positions.

The district will expand its existing partnership with Cameron University to place student teachers in Temple Elementary School to learn implementation of its best practices. The district will also expand its partnership with local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, and Temple Volunteer Fire Department to provide enrichment and enhanced learning programs at the school. Also, the Temple Education Foundation will raise money to provide technology funds past the fourth year of the project.

The SIG Advisory Committee and Leadership Team will promote the school in the community through conversations, project website, newspaper articles, and take-home material in order to maximize opportunities for the school.

Strategic Planning Process

Since the WISE tool is not available for strategic planning, Temple Public Schools will modify another type of school reform model to lead its efforts. The Curriculum-Centered Strategic Planning Model will be adopted in the SIG project as the long-range plan development tool. The learner centered curriculum-based reform model was first developed by Educause Center for Applied Research in 2004 (Baldwin, 2009). The model is a learner centered-curriculum framework involving environmental scanning and continuous self-study that focuses on each student's needs. The superintendent, dean of students, turn-around officer and other members of the Leadership Team will be trained through webinars provided by the Oklahoma State Department of Education to use other relevant planning and coaching tools.

Formative and Summative Data Collection

Temple Public Schools has implemented several methods and procedures for regular and ongoing assessment of student performance and operations. These will serve as a guide for adjustments in the plan and to assure sustainment of school improvement beyond funding years.

- benchmark assessment tools
- Study Island benchmark assessments
- DIBELS assessments
- Teacher Leader Effectiveness evaluations through the Tulsa Model
- McRel leader evaluations
- Pre/post test assessments in all classrooms, as dictated by school policy
- Monthly review of formative data to identify achievement trends
- Annual review of summative data to identify achievement gaps, gaps in curriculum, and to identify professional development needs.

Other Funding Sources

The district receives Title I, Title IIA, Title VII and Small Rural School grants. The district has also recently formalized partnerships with local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, Comanche Nation and Temple Volunteer Fire Department to supply materials to enhance the school. These partnerships, federal funds, and additional funds from a local foundation 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 has a positive and effective impact on student achievement.

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

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

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.

The turnaround office has not yet been named. The district will spend this summer and possibly

part of the planning year to recruit a qualified turnaround officer. Although some people have shown interest, the district leadership has decided to perform a rigorous review of possible officers to ensure that the right person is put in place by the start of the implementation year.

Two committees were formed in Spring 2015 to manage, oversee, and monitor the implementation of the SIG grant. The SIG Advisory Committee consists of :

- Kolby Johnson, superintendent
- Warren Butler, dean of students
- Ryan Booher, counselor/teacher
- Sharon Coleman, teacher
- Terri L. Hooper, teacher
- Ann King, teacher
- Terri J. Hooper, parent
- Gloria Sullivan, parent
- Pamela K. Varner, community representative
- Amber Delaney, community representative
- Stayce Whisenhunt, community representative

Also, a leadership team has been created. The Leadership Team consists of the superintendent, dean of students, counselor, and central office staff.

Both formed to compile data and construct a program to meet the students' needs. The committees adhered to the nine principles of Comprehensive School Reform when reviewed needs and planning activities. They also used the Association for Supervision and Curriculum Development School Improvement Tool. The committees have carefully selected the methods to which accomplish the project goals. Constant reporting and observation of activities will be the main method of determining if changes are needed in the project. For that reason, each project staff member – the superintendent, dean of students, turnaround office, and central staff – will have specific areas of oversight. Each person will report on those areas regularly to the project advisory committee with the successes and challenges of each area.

The SIG advisory committee will seek constant feedback on the project. All members will serve as liaisons of all entities involved in the project. These people will discuss the project during meetings of their respective entities (such as teachers' meetings, city council meetings, and PTA meetings). The advisory council will meet monthly to discuss the feedback and determine if it warrants changes in the program. This committee will prepare a monthly report to be submitted to the Board of Education and reviewed during the board's regular meeting. The schools' monthly Board of Education meetings will also provide methods of feedback. Non-personnel purchases will be documented during each meeting, and the agenda will contain an item inviting comments.

As part of the planning, the superintendent has met with central office staff to discuss logistics of day-to-day needs of the school. They have identified barriers to implementation of the project. They have also used the Curriculum-Centered Strategic Planning Model to identify best practices for the project.

All project activities, tactics, goals, timelines, and expenditures have been aligned to the state and federal requirements of the School Improvement Grant. Both oversight committees will monitor project activities and expenditures to ensure that they are aligned with the goals of both

the district and the state. The school will welcome site visits from the state to help ensure alignment. All external providers will be chosen only after their techniques, costs, and predicted outcomes are reviewed by the SIG Advisory Committee and Leadership Team in light of local, state, and federal requirements and objectives.

The school will follow its guidelines for selecting external providers. The providers will be chosen through a transparent selection process and in light of a needs assessment. The SIG Advisory Committee and Leadership Team will monitor the selection, and will make suggestions based on the provider's performance and possible need for a replacement provider.

Temple Public Schools seeks an open line of communication between the Oklahoma State Department of Education and the school during this turnaround effort. The school has already talked to the Office of School Turnaround for guidance in preparation of this application. It will openly welcome site visits to review its progress. It will participate in all training webinars, attend SIG-related workshops at the annual state conferences, and send staff to all SIG-related professional development in Oklahoma City.

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.

The SIG Advisory Committee and Leadership Team analyzed information from assessment results, coursework performance, teacher interviews, and student surveys to identify service gaps for students. Successes and challenges within the classroom were also used. The committee completed an overall school needs assessment using the Association for Supervision and Curriculum Development School Improvement Tool. The committee also administered the *District Readiness to Support School Turnaround* tool to identify its readiness. It also consulted with the Oklahoma Office of School Turnaround on best strategies to meet needs. Based on the needs assessment, the committees recommended the following evidence-based strategies for its school reform efforts:

1) Comprehensive School Reform: All change activities will adhere to the nine principles of Comprehensive School Reform established by the U.S. Department of Education: 1) effective, research-based methods and strategies; 2) comprehensive design with aligned components; 3) professional development; 4) measurable goals and benchmarks; 5) support within the school; 6) parental and community involvement; 7) external technical support and assistance; 8) evaluation strategies; and 9) coordination of resources. **2) Teacher Learning Communities:** A Comprehensive School Reform with an

instructional focus and one that incorporates the nine principles will be achieved through a Teacher Learning Communities model. For this project, PLCs will spur reform through the use of 1) systematic professional development, 2) project evaluation, and 3) classroom connections. PLC training has been certified for use as a reform model by schools receiving Federal Comprehensive School Reform funds. 3) Curriculum-Centered Strategic Planning Model. The Curriculum-Centered Strategic Planning Model will be adopted in the project as the long-range plan development tool. The learner centered curriculum-based reform model was first developed by Educause Center for Applied Research in 2004 (Baldwin, 2009). The model is a learner centered-curriculum framework involving environmental scanning and continuous self-study that focuses on each student's needs.

The two committees will be responsible for the implementation of evidence-based strategies. The Turnaround Officer will be the sole person responsible for developing a timeline for the project. For the planning year, the following timeline has been developed (timelines for the implementation years are included in the school plan discussed later in the application):

July and August

Turnaround Officer Recruitment and Selection. – Leadership Team

Drafting of Implementation Plan with help of advisory committee, leadership team, and community input. The plan will be for the planning year, three implementation years, and sustaining year. – SIG Advisory Committee

August and September

LEA Support and Monitoring Structure Design. This will include identifying leaders within the school, forming PLCs, planning professional development, initiating professional development, and developing clear goals and expectations. – SIG Advisory Committee and Leadership Team

Formalization of Partner Agency contributions and activities. – SIG Advisory Committee

October and November

Communication of Emerging Vision. The SIG Advisory Committee and Leadership Team will communicate with existing school staff, parents, and the community the emerging vision for change and the role each stakeholder will play in its success.

January through May

Completion of additional personnel changes. The district will make the additional personnel changes necessary for the chosen intervention model and to ensure success of the turnaround effort.

Review and Finalization of Implementation Plan. With the input of school leadership, the district will finalize the implementation plan and identify key first steps and potential barriers. The committees will work with school leadership to generate solutions to overcome these barriers.

May through July

Physical Plant Changes. The LEA will repair, clean up, and freshen up the building and grounds to convey in concrete terms that change is on the way.

Communication About Change. The committees will convey to the school community and across the LEA the rationales for the necessary changes, that change will be dramatic, and that the LEA has

adopted a model and strategies that will lead to success.

Establishment of LEA Policy and Guidance Documents to Support Practice in School. The advisory committees will develop LEA policy and guidance documents that enable the funding and resources (e.g., training, coaches, materials) for principals, teachers, and educational assistants required to effectively implement a new program with a high level of fidelity and success.

Staff Recruitment. The district will recruit outstanding teachers and support staff who support the vision and approach of the turnaround effort to apply for positions.

All these activities will ensure that an effective project is in place by the beginning of the Implementation Year, and that all professional development and activities are evidence-based and aligned with district, state, and federal goals.

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.

Temple did not replace the principal. The previous principal left in 2012. In fall 2014, Kolby Johnson was hired as both the superintendent and elementary principal. The Temple school district is small, so this is not an overbearing burden for Johnson. During the planning year, the Leadership Team and board of education will determine if the school has the resources to hire a principal by the beginning of the implementation year. All stakeholders involved believe that this will not hinder the successful implementation of project activities.

**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.

School Name: Temple Elementary School Address: P.O. Box 400 Temple, OK 73568		SIG Site Contact: Kolby Johnson Name & Position: Superintendent Phone#: 580-342-6230 Email Address: kjohnson@temple.k12.ok.us	
Grade levels enrolled (SY14-15): PK-8th		Number of Students Enrolled (SY14-15): 128	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School			
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <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		\$ 96,699.00	
Year 2: SY 2016-17		\$221,264.00	
Year 3: SY 2017-18		\$224,414.00	
Year 4: SY 2018-19		\$226,244.00	
Year 5: SY 2019-20		\$139,690.00	
Total Amount of Funding Requested for this School		\$908,311.00	

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.

Temple Public Schools conducted a needs assessment in 2014-2015 to guide the application for SIG funds.

Throughout 2014-2015, teachers, SIG Advisory Committee members, and the Leadership Team compiled and analyzed data that includes, but is not limited to, OCCT scores, percent of student participation in state assessments, subgroup performance and participation on state assessments,

district benchmark scores, Study Island benchmark scores, classroom performance, eighth grade graduation rates, percentage of students enrolled in advanced coursework, discipline incidents, teacher attendance rate, attendance rates, and enrollment demographics. This information guided the committees in creating a plan of intervention. The committees continued to perform quarterly reviews using the above mentioned data throughout the spring.

In absence of the WISE tool, the needs assessment process finished with an overall school needs assessment using the Association for Supervision and Curriculum Development School Improvement Tool. The ASCD School Improvement Tool is a needs assessment survey based on a whole child approach to education. It includes indicators across the ASCD Whole Child Tenets (healthy, safe, engaged, supported, and challenged); indicators of sustainability; and indicators of the school improvement components of school climate and culture, curriculum and instruction, leadership, family and community engagement, professional development and staff capacity, and assessment. Members of the SIG Advisory Committee and Leadership Team completed the survey, which was aggregated online for an overall score. Based on survey results, the school scored high in the following areas:

Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle.

Safe: Each student learns in an environment that is physically and emotionally safe for students and adults.

Challenged: All students are challenged academically.

Areas of need included the following components:

Engaged: All students were not actively engaged in learning and connected to the school and broader community. The needs assessment found that this is due in part to the lack of proven technology-based learning. Many classrooms in the district have no technology. The district has a few SMARTBoards and aging computers. The limited number of computers that work are used every minute of the day. However, students have no personal access to technology in the classroom.

Supported: Most, but not all, students have access to personalized learning. However, students defined as special needs or on Individual Learning Plans need additional one-on-one or small group education. Temple does not have the resources to individually tutor these students. As a result, these students' performance in the classroom and on OCCT tests rarely improve over time. Temple Elementary Schools was placed on the list of Focus Schools due to IEP student performance on OCCT tests. Based on preliminary results from the 2014-2015 tests, the school will again be on the list.

Sustainability: The school shows need in the area of implementing a whole-child approach using collaboration, coordination, and integration to ensure the approach's long-term success.

The advisory committees also completed the *District Readiness to Support School Turnaround* tool to identify its readiness.

Board of Education meetings were also used as a method of feedback and input for the SIG application. Other input was gained through parent surveys and Parent-Teacher Conferences

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/EOI scores from 2010-2015	Teacher/student/parent surveys	Attendance, graduation, and drop out rates
Benchmark Testing	Board meetings	Free and reduced lunches
Student Report cards	Parent/teacher conferences	SPED enrollment
Study Island benchmarks	School personnel	Strengths and weaknesses
NCLB Report Cards from 2010-2015	Focus walks and classroom observation	Discipline referrals
DIBELS benchmarks	ASCD survey	Teacher attendance

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

Name	Title	Stakeholder Group
SIG Advisory Committee		
Kolby Johnson	Superintendent	Temple Public Schools
Warren Butler	Dean of Students	Temple Public Schools
Ryan Booher	Counselor/Teacher	Temple Public Schools
Sharon Coleman	Teacher	Temple Public Schools
Terri L. Hooper	Teacher	Temple Public Schools
Ann King	Teacher	Temple Public Schools
Terri J. Hooper	Parent	Parent Representative
Gloria Sullivan	Parent	Parent Representative
Pamela K. Varner	Community Representative	Cotton County Cooperative Extension Service
Amber Delany	Community Representative	Head Start
Stayce Whisenhunt	Community Representative	Cotton County Health Department
Other Stakeholders involved in needs		

assessment		
Temple Elementary School faculty and staff		

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

The SIG Advisory Committee and Leadership Team reviewed assessment data of the students' past performance and operations in order to identify strengths and weaknesses. Specific areas of review included: Student Performance, Leadership and Decision Making, Curriculum, Technology, and Student Support Services.

The needs of students, faculty, parents, community, and staff were analyzed. Analysis activities included:

- The SIG Advisory Committee facilitated and analyzed the ASCD School Improvement Tool. The results of this survey was summarized and shared with the staff.
- The advisory committees completed the *District Readiness to Support School Turnaround* tool to identify its readiness. The results of this survey was also summarized and shared with the staff.
- Members of the Leadership Team met with teachers on numerous occasions to gather classroom data and qualitative reports.
- Teachers completed professional development surveys and the results have been used to identify strengths and weaknesses of current professional development plan and are being used to identify and begin implementation of professional development for the 2014-2015 school year.
- The Temple Board of Education members have been notified and advised of the Superintendent's recommendation to participate in the school improvement grant process. The board members are supportive of the decision to implement the Transformation Model.
- Students and parents have been surveyed.
- Members of the SIG Advisory Committee met with stakeholders, staff and parents.

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	The 2014 school profile shows the diversity of Temple Elementary School and district. The district is 15% Hispanic, 11% Native American, 13% African American, 4% of two or more races, and 58% white. According to Child Nutrition statistics, 75% of elementary students qualify for free and reduced lunches. Nearly 15% of students are identified as special needs. Nine percent of students are bilingual. From

	<p>Kindergarten to 8th grade, the school has 14 full-time teachers, and one teacher with a master’s degree. Students with disabilities had the lowest performance for any of the three lowest achieving subgroups (ELL, African-American, or IEP) within each grade span for reading and mathematics.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum</p>	<p>Temple Elementary School’s curriculum is currently aligned with PASS standards. Teachers refer to the PASS objectives when creating lesson plans. They also are trained to use best practices and intervention models when aligning their lessons to PASS and district standards. All students are enrolled in at least the minimum core curriculum requirements. There is a need for overall staff collaboration in all subject areas and grade levels. In addition, there is a need for cross curriculum alignment as, well as, horizontal and vertical alignment. Implementation and utilization of a Data Wall will assist with monitoring and reviewing curriculum as well. The planned data room will be used to monitor, evaluate, and review curriculum and student achievement.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards which will include PASS 2010, and use of assessment data</p>	<p>Temple Elementary School regularly analyzes data through OCCT/EOI, classroom benchmark data, Essential Skills assessments, Star reading program, Study Island benchmarks, and DIBELS. Through analysis of these, the school determines levels of interventions. Students are placed in different levels of intervention status. The data is reviewed on a consistent basis to determine improvement and proficiency and to modify instruction/interventions as needed. As students improve over the course of the year on proficiency and benchmark tests, they are transitioned back into regular elective offerings and on grade-level classes. The monitoring continues three times a year and on unit post tests to determine if they need additional tutoring interventions.</p> <p>Through the Association for Supervision and Curriculum Development needs assessment, the advisory committee determined that not all teachers are using pretests as a tool in the classroom. They determined a need for training in using assessment data to help find areas of weaknesses in student performance and teaching practices. With SIG Grant funding, professional development will educate teachers on how to utilize pre-/post-assessments to drive instruction to meet learner needs and increase academic achievement. For special education and ELL students, the school offers remediation courses in reading and math. However, much of the data for student performance in special education comes from end-of-year tests. The advisory committee also sees the need for</p>

	<p>training in continuous monitoring of special education students to determine best practices in raising their achievement. This will require both a reading teacher and math teacher to effectively address special needs students' achievement in both subjects.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>Temple Public Schools provides some collaboration time during faculty meetings and after-school planning. Through this collaboration, teachers and staff discuss methods and practices that they find successful and pass on to other teachers.</p> <p>Temple Public Schools has identified the need for Professional Learning Communities. Although the collaboration time is beneficial, the teachers have indicated a need for structured, purpose-driven collaboration.</p> <p>Much of the instruction renovation recently has been through technology. Some technology has been added throughout the building. However, there are no white boards in the classroom, and students have little access to laptops, tablets, or computers. Computers throughout the elementary building use software learning programs such as Study Island.</p> <p>Areas of need that were identified by the needs assessment include professional development in technology integration, teacher collaboration, strategies for special education students, and classroom strategies.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>In its ASCD School Improvement Tool needs assessment, Temple Elementary School scored high in all areas related to school culture. Survey results showed that the school provides a positive social and emotional climate and safe physical environment. All teachers hold high academic and behavioral expectations for each student. The new superintendent has instilled a whole-school effort to cut down on bullying and other inappropriate behaviors.</p> <p>All concerns are investigated and provided direct interventions immediately. Teachers and staff are professional in their practices of equity and diversity.</p>
<p>Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners</p>	<p>Two parents and three community representatives serve on the SIG Advisory Committee. They are expected to serve as liaisons of the groups they represent, and actively seek input from those groups. Teachers interact with parents through take-home materials and weekly updates. The school website serves as both a repository of information and method of communication between the school and the community. Parent-Teacher conferences are held regularly.</p> <p>Through the needs assessment, the committee found the need to</p>

	<p>schedule additional relationship-building events between the school and community/parents. During the planning year, Parent Nights and Community Nights will be scheduled. Another activity outlined by the advisory committee is a website dedicated specifically to the SIG project. This will inform parents and community members of project activities and achievements, while also adding another level of communication through feedback and comment forms.</p> <p>In preparation of this grant, the school has formalized partnerships with several area agencies. These include local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, and Temple Volunteer Fire Department. These entities have pledged to be involved in many aspects of the SIG grant.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p>Several components of the needs assessment pointed to this area as major need for any type of school improvement. Temple staff is actively seeking consultants and outside providers to allow the school to align professional development activities with the needs of students and goals of the district and state. The committee believes that by bringing in outside help, teachers will receive many hours of ongoing professional development data-driven assessments, and meaningful evaluations to assist them in providing the best education for each students.</p> <p>Two areas of professional development that the committee believes are extremely important to the success of the school turnaround are technology integration and data assessment. The teachers need training in methods of adding data-driven assessments to the lesson plans and using those assessments to personalize learning plans for each student.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision</p>	<p>The administration's belief in a shared vision resulted in the creation of the SIG Advisory Committee and Leadership Team. The administration has also conducted individual teacher conferences and faculty meetings to build teamwork and determine effective policies and procedures to support the shared vision. With the hiring of Kolby Johnson in fall 2014, the school has updated its vision to include technology-based instruction, professional learning communities among the teaching staff, and college and career preparation. The administration and Leadership Team will continue to visit with staff throughout the planning year to ensure that the SIG grant has outcomes that support everyone's shared vision for the school.</p>
<p>Organizational Structure</p>	<p>The superintendent of Temple Public Schools, acting also as the</p>

<p>and Resources: Includes use of resources, master schedule, staffing, and teaming</p>	<p>elementary principal, has the autonomy to staff the site, create the master schedule, develop teacher meeting times, and allocate resources. He will do this through collaboration with the SIG Advisory Committee and Leadership Team. Through these coordinated decisions, staffing will be reallocated to maximize teachers’ strengths and student learning. The schedule may be revised to allocate time for subjects based on school and state goals. Alternative schedule practices may be used to ensure that adequate time is spent on core subjects.</p> <p>While Temple Elementary School has a 100% highly-qualified staff, minutes will need to be added to extend classroom instruction time and collaboration time among teachers.</p> <p>Currently, professional development is limited to before the start of each semester and during select days during the semester. The superintendent and advisory committees will revise the schedule to allow for ongoing professional development, which will assist teachers in effectively utilizing extended instructional time.</p> <p>The SIG Advisory Committee believes that these resources will be structured in such a way so that the grant will be used to employ and retain highly-qualified teachers, contract with a professional development consultant and develop a schedule that will work toward the enhancement of each student’s educational experience.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>Temple Elementary School staff, the SIG Advisory Committee, and the Leadership Team will revise the school improvement plan after new test results become available and as the planning year begins. Academic goals for this project and the school overall are improvement for the overall student body and specifically for students on Individual Education Plans. Progress toward these goals will be checked quarterly through assessments. Professional development each summer will align curriculum, benchmarks and techniques. Although the five-day planning will not occur this summer, all staff will be involved with the five-day planning beginning in the summer of 2016. The SIG Advisory Committee will meet monthly to review project activities and suggest changes if needed. The Leadership Team will review student data with teachers to determine the need to adjust each students individual plan of improvement. Teachers will collaborate at least 90 minutes a week to discuss the learning objectives in reading and math. The planning will align with the Curriculum-Centered Strategic Planning model so that activities are implemented to increase student progress.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

As its first step in the SIG process, Temple Public Schools formed a SIG Advisory Committee. The committee met to determine all models and feasibility of implementing each. It also consulted with the Oklahoma State Department of Education on making the decision. The Board of Education was informed of the committee’s decision. The SIG Advisory Committee and Leadership Team decided that the Transformation Model would most benefit Temple Elementary School. The ASCD School Improvement Tool also pointed to the need for the Transformation Model. The model supports high quality, job-embedded professional development, which would allow the teachers to receive the training in real-time so that they can immediately implement strategies. The Transformation Model will also allow for research-based strategies such as increased learning time, high quality professional development, understanding and using data effectively, differentiated instruction, English Language Learner strategies, curriculum alignment, technology, building leaders of leaders, and additional time for teacher collaboration. The teacher and leader evaluations will enable the project staff to use an effective model for evaluating staff. The Transformation Model will allow for staff and teachers to focus on a school improvement plan. PLCs will focus on interpreting student data and school data to form the best approach to teaching each student.

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: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 60% in 2014-2015 to 65% in 2015-2016 (planning year) as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 30% in the 2014-2015 to 35% in 2015-2016 (planning year).
Goal for 2016-2017: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 65% in 2015-2016 to 75% in 2016-2017 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 35% in the 2015-2016 to 45% in 2016-2017.
Goal for 2017-2018: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 75% in 2016-2017 to 85% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 45% in the 2016-2017 to 55% in 2017-2018.
Goal for 2018-2019: The percent proficient for the All Students group (grades 3-8) at Temple

Elementary will increase from 75% in 2017-2018 to 80% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 55% in the 2017-2018 to 65% in 2018-2019.
Goal for 2019-2020: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 80% in 2018-2019 to 85% in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 65% in the 2018-2019 to 75% in 2019-2020.
Rationale: According to the 2013-2014 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the All Students Group (grades 3-8) at Temple elementary was 59% and 30% for the students listed as Special Education. However, Temple Elementary believes with additional support through the School Improvement Grant, the listed goals will be attainable.

SMART Mathematics Goals
Goal for 2015-2016: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 69% in 2014-2015 to 72% in 2015-2016 (planning year) as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 30% in the 2014-2015 to 35% in 2015-2016 (planning year).
Goal for 2016-2017: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 72% in 2015-2016 to 77% in 2016-2017 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 35% in the 2015-2016 to 45% in 2016-2017.
Goal for 2017-2018: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 77% in 2016-2017 to 85% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 45% in the 2016-2017 to 55% in 2017-2018.
Goal for 2018-2019: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 85% in 2017-2018 to 90% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 55% in the 2017-2018 to 65% in 2018-2019.
Goal for 2019-2020: The percent proficient for the All Students group (grades 3-8) at Temple Elementary will increase from 90% in 2018-2019 to 95% in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-8) at Temple Elementary will increase from 65% in the 2018-2019 to 75% in 2019-2020.
Rationale: According to the 2013-2014 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the All Students Group (grades 3-8) at Temple elementary was 69% and 30% for the students listed as Special Education. However, Temple Elementary believes with additional support through the School Improvement Grant, the listed goals will be attainable.

SMART Graduation Rate Goals
Goal for 2015-2016: N/A
Goal for 2016-2017: N/A
Goal for 2017-2018: N/A
Rationale:

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	Professional services Technology hardware
Title II, Part A	Aide Professional development
Title III, Part A	Technology hardware
Title VI, Subpart 1 or 2 of Part B, if applicable	
Other Federal Resources <ul style="list-style-type: none"> • <i>Title VI REAP Flex</i> • <i>REAP</i> 	Professional services Software
State Resources	
Local Resources <ul style="list-style-type: none"> • <i>Temple Education Foundation</i> 	Balance of educational expenditures, scholarships

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.

As its first step in the SIG process, Temple Public Schools formed a SIG Advisory Committee. The committee met to determine all the improvement model and discuss specifics of how to achieve goals. It also consulted with the Oklahoma State Department of Education on making the decision. The model supports high quality, job-embedded professional development, which would allow the teachers to receive the training in real-time so that they can immediately implement strategies. The Transformation Model will also allow for research-based strategies such as increased learning time, high quality professional development, understanding and using data effectively, differentiated instruction, English Language Learner strategies, curriculum alignment, technology, building leaders of leaders, and additional time for teacher collaboration. The teacher and leader evaluations will enable the project staff to use an effective model for evaluating staff.

The following decisions have been made to be implemented:
 20 minutes will be added to each instructional day. Also, Temple Public Schools will work with community partners to implement a summer school program. This summer program will target students on individual education plans and those who perform below proficient level on the state standardized tests.

The district has already scheduled at least 90 minutes per week for teacher collaboration, even in the planning year. All teachers will meet before school for 30 minutes two times a week. They will then meet after school for at least 30 minutes at least once a week. The Turnaround Officer, OSDE, and outside training vendors will train teachers in effective collaboration strategies and classroom improvement techniques. The data room will provide a central method of collaboration and vertical learning.

During the planning year, the school will build in flexibility to allow successful implementation. Policy and procedures will be constantly monitored to ensure that all barriers to reaching the highest achievement level are removed.

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.

Stakeholders

The small rural district of Temple Public Schools has involved many stakeholders in the project planning. This collaboration will continue and expand for the SIG grant.

- 1) Temple Elementary School is a PK-8th grade site. All teachers, administrators, and support staff work in the same building. All staff are aware of the district's intention to pursue SIG funding in order to complete the Turnaround process, and they express full support for the project. All teachers participated in the data collection as part of the needs assessment process. The staff also assisted in identifying strategies and tactics on how to implement the transformation model.
- 2) All stakeholders have been included in the planning process for this application. The SIG Advisory Committee was formed during the spring semester and helped in selection of the transformation model, selection of project activities, and research on best practices. This advisory committee brought in voices from parents and community representatives.
- 3) The Leadership Team made final decisions based on input solicited from teachers, support staff, parents, and community members.

- 4) The implementation of the transformation model will be monitored by both the SIG Advisory Committee and Leadership Team. Both will meet regularly to discuss the project's strengths and challenges, and to make recommendations of adjustments to the project to increase its efforts in meeting project goals. A project website and take home materials will keep all stakeholders informed of project activities and results.

Transition Plans

Temple will initiate a Train-the-Trainer model with the instructional facilitator. All new teachers will be matched with a classroom mentor and will be trained in all areas offered during the implementation years. After the end of grant funding, all teachers and staff will be qualified to continue project activities.

Also, both the SIG Advisory Committee and Leadership Team will continue their monitoring duties beyond funding years. In that manner, even a change in district personnel will not disrupt project activities. The SIG Advisory Committee will meet monthly and prepare reports to be presented at regular Board of Education meetings. The Leadership Team will discuss the project weekly and provide financial oversight.

Temple Public Schools will require all new teachers to participate in professional development on the following sustained reforms:

- Data analysis
- Data-driven decision making
- Curriculum
- Differentiated Learning
- Intervention models
- Understanding poverty
- Understanding differentiated cultures
- Temple Public Schools policies and procedures
- Mentoring activities for all new teachers. All new teachers will be assigned a classroom mentor. These mentors will be assigned in August in order for collaboration in preparing for the school year.

Temple Public Schools will create and sustain a recruitment set-aside budget. These funds will be used to provide signing bonuses, which will help the district hire qualified candidates for teaching and leadership positions.

The district will expand its existing partnership with Cameron University to place student teachers in Temple Elementary School to learn implementation of its best practices. The district will also expand its partnership with local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, and Temple Volunteer Fire Department to provide enrichment and enhanced learning programs at the school. Also, the Temple Education Foundation will raise money to provide technology funds past the fourth year of the project.

The SIG Advisory Committee and Leadership Team will promote the school in the community through conversations, project website, newspaper articles, and take-home material in order to maximize opportunities for the school.

Strategic Planning Process

Since the WISE tool is not available for strategic planning, Temple Public Schools will modify another type of school reform model to lead its efforts. The Curriculum-Centered Strategic Planning Model will be adopted in the SIG project as the long-range plan development tool. The learner centered curriculum-based reform model was first developed by Educause Center for Applied Research in 2004 (Baldwin, 2009). The model is a learner centered-curriculum framework involving environmental scanning and continuous self-study that focuses on each student's needs. The superintendent, dean of students, turn-around officer and other members of the Leadership Team will be trained through webinars provided by the Oklahoma State Department of Education to use other relevant planning and coaching tools.

Formative and Summative Data Collection

Temple Public Schools has implemented several methods and procedures for regular and ongoing assessment of student performance and operations. These will serve as a guide for adjustments in the plan and to assure sustainment of school improvement beyond funding years.

- benchmark assessment tools
- Study Island benchmark assessments
- DIBELS assessments
- Teacher Leader Effectiveness evaluations through the Tulsa Model
- McRel leader evaluations
- Pre/post test assessments in all classrooms, as dictated by school policy
- Monthly review of formative data to identify achievement trends
- Annual review of summative data to identify achievement gaps, gaps in curriculum, and to identify professional development needs.

Other Funding Sources

The district receives Title I, Title IIA, Title VII and Small Rural School grants. The district has also recently formalized partnerships with local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, Comanche Nation and Temple Volunteer Fire Department to supply materials to enhance the school. These partnerships, federal funds, and additional funds from a local foundation 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 has a positive and effective impact on student achievement.

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

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

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.

Temple Elementary School serves 172 students in PreK-12th grade; 128 of those students are in the elementary grades.

One of the biggest planning needs is quality professional development that targets student needs. Teachers need to be placed in PLCs that meet regularly to overcome barriers to student success. One huge barrier is student poverty and the remoteness of the school. Temple, population 1,102, is an extremely rural town in southern Oklahoma. The closest city is Lawton, which is 40 miles to the north. The town sits close to the Texas border and its citizens often feel ignored by Oklahoma City media and politicians. Three out of every four students qualify for free and reduced lunches. Over 15% of the elementary students are served in special education. The school is fighting challenges that are rooted in the area's economics, the school's remote location, and the district's limited resources. The average household income for the area surrounding Temple (\$24,361) is more than \$17,854 below the state average. The percentage of households below the poverty level is 26.9 percent for the community of Temple. About 25 percent of the houses in and around Temple are rented. The majority of occupied houses in the area were built before 1975. One out of every four area residents did not finish high school. Less than 20% of residents have a college degree. The rural location of our school and the lack of help from outside agencies puts more pressure of the school system to provide services the children of the community deserve and need. As a result, the proposed planning activities includes extensive professional development from outside providers and the Oklahoma State Department of Education.

Another barrier to student success is the lack of technology. Technology is a luxury both at home and in school. Few students have adequate access to technology at home. During the school day, the school's limited technology is put to maximum use. The school's technology needs could be brought up to date with the addition of mobile reading and math devices. Part of the requested funds for this grant will go to purchasing mobile devices that can be used in the classrooms. These mobile devices will be used to provide meaningful, interactive classroom education in core subjects. Teachers will be trained to develop lesson plans that incorporate these devices.

A third barrier to student success is the lack of individual help for students who underperform in reading and math. The plan is to hire both a reading professional and math professional in the first implementation year. These teachers will work throughout the day in pullout sessions with students in need of extra tutoring. Most of these students will be on Individual Education Plans. These teachers will also be in charge of the extended day learning activities in reading and math.

Teacher training and other professional development specific to this grant would be most beneficial to implement during the summer months to allow teachers additional time to adequately prepare for their classes to begin for the 2015-2016 school year. Teacher knowledge and familiarity with benchmark assessments obtained through the grant would also guarantee valuable feedback of student achievement when the school year begins. The superintendent, dean of students, and turnaround officer would be responsible for getting everything together. The timeline for completing the initial professional development would be before school begins in August 2015. Extensive professional development will start the second summer before the

implementation year.

In the planning year, Temple Elementary School will obtain some hardware and technology that has been determined to have a positive effect on student learning and have it connected and installed. The SIG advisory committee will immediately begin a search for a Turnaround Officer. After the officer is hired, the school will focus on hiring a reading specialist and math specialist. The school will order teacher materials needed for professional development and contract with a professional development firm. During the planning year, the school will work with the Advisory Committee and an outside contractor to reviewed all planned activities for the implementation year and ensure that they will produced the desired results. The SIG Advisory Committee will be responsible for making recommendations and the superintendent, Leadership Committee, and Turnaround Officer (when hired) will be responsible for implementing the recommendations.

For the planning year, the following timeline has been developed (timelines for the implementation years are included in the school plan discussed later in the application):

July and August

Turnaround Officer Recruitment and Selection. – Leadership Team

Drafting of Implementation Plan with help of advisory committee, leadership team, and community input. The plan will be for the planning year, three implementation years, and sustaining year. – SIG Advisory Committee

August and September

LEA Support and Monitoring Structure Design. This will include identifying leaders within the school, forming PLCs, planning professional development, initiating professional development, and developing clear goals and expectations. – SIG Advisory Committee and Leadership Team

Formalization of Partner Agency contributions and activities. – SIG Advisory Committee

October and November

Communication of Emerging Vision. The SIG Advisory Committee and Leadership Team will communicate with existing school staff, parents, and the community the emerging vision for change and the role each stakeholder will play in its success.

January through May

Completion of additional personnel changes. The district will make the additional personnel changes necessary for the chosen intervention model and to ensure success of the turnaround effort.

Review and Finalization of Implementation Plan. With the input of school leadership, the district will finalize the implementation plan and identify key first steps and potential barriers. The committees will work with school leadership to generate solutions to overcome these barriers.

May through July

Physical Plant Changes. The LEA will repair, clean up, and freshen up the building and grounds to convey in concrete terms that change is on the way.

Communication About Change. The committees will convey to the school community and across the LEA the rationales for the necessary changes, that change will be dramatic, and that the LEA has adopted a model and strategies that will lead to success.

Establishment of LEA Policy and Guidance Documents to Support Practice in School. The advisory committees will develop LEA policy and guidance documents that enable the funding and resources (e.g., training, coaches, materials) for principals, teachers, and educational assistants required to effectively implement a new program with a high level of fidelity and success.

Staff Recruitment. The district will recruit outstanding teachers and support staff who support the vision and approach of the turnaround effort to apply for positions.

All these activities will ensure that an effective project is in place by the beginning of the Implementation Year, and that all professional development and activities are evidence-based and aligned with district, state, and federal goals.

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

Two parents and three community representatives serve on the SIG Advisory Committee. They are expected to serve as liaisons of the groups they represent, and actively seek input from those groups. Teachers interact with parents through take-home materials and weekly updates. The school website serves as both a repository of information and method of communication between the school and the community. Parent-Teacher conferences are held regularly.

Through the needs assessment, the committee found the need to schedule additional relationship-building events between the school and community/parents. During the planning year, Parent Nights and Community Nights will be scheduled. Another activity outlined by the advisory committee is a website dedicated specifically to the SIG project. This will inform parents and community members of project activities and achievements, while also adding another level of communication through feedback and comment forms.

In preparation of this grant, the school has formalized partnerships with several area agencies. These include local churches, Cotton County Health Department, Cotton County Cooperative Extension Service, Temple Head Start Program, First State Bank of Temple, Cotton County Sheriff's Department, and Temple Volunteer Fire Department. These entities have pledged to be involved in many aspects of the SIG grant.

Parent and community representatives serve on the SIG Advisory Committee and will serve as liaisons between the school and community. They will provide two-way communication about the project both to and from the school.

Parents of special needs students will meet with the Leadership Team, Turnaround Office, Math

Teacher, Reading Teacher, and classroom teams to implement a plan of improvement that will be updated weekly. The ultimate goal of this interaction is to improve each special needs student's performance on the annual OCCT benchmarks.

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.

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.			
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.			

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:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	The previous elementary principal left in 2012 and the superintendent took over the elementary principal duties beginning in the 2012-2013 year. In 2014, that superintendent left. In Fall 2014 at a regular meeting of the Board of Education, Kolby Johnson was selected to serve as both the elementary principal and superintendent based on his previous experience and training. He has exhibited leadership at previous administrative positions at larger school districts. He has a master's of education degree and administrator certificate.	Current principal/superintendent was hired in fall 2014. Periodic analysis will continue through the project to determine if principal should be hired. Approved by Board of Education	

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>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>Temple Public Schools utilizes the Tulsa Model as the TLE instrument for the faculty and the McRel Model for the leadership portion of the evaluation system. Administrators have receiving training and hold Tulsa Model certifications in evaluation of personnel, and participate in recertifications each summer. The TLE model includes components that align with requirements of the Transformation Model. The superintendent is trained in the use of the McRel tool.</p> <p>The Tulsa Model was developed in collaboration with Oklahoma educators and administrators and in consultation with national experts in teacher and leader effectiveness.</p> <p>The Tulsa Model is based upon principles of continuous improvement and real-world applications. Temple Public Schools evaluates and uses feedback from teachers and leaders to refine the system and continually improve evaluation training.</p> <p>The value of the system's framework and processes depends upon lessons from the field as</p>	<p>August 2015</p> <p>Summer recertifications for administrators</p> <p>Each August – training of new teachers in TLE evaluation system</p> <p>Ongoing – training of administrators in use of TLE tool</p>	<p>Kolby Johnson, superintendent</p> <p>Warren Butler, dean of students</p> <p>School Turnaround Officer</p> <p>External provider</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>well as rigorous, independent research. The practices within the Tulsa Model have been verified by published, peer-reviewed studies and are shown to be correlated with growth in student achievement scores.</p> <p>Moreover, the Tulsa Model itself had been validated in two separate, external studies, revealing that every indicator within the framework is positively correlated with student achievement.</p> <p>The Tulsa Model is an evidence-based process of educator evaluation anchored in specific domains, dimensions and indicators reflecting national best practices and current research regarding effective instruction.</p> <p>Pursuant to State Law, the rubric and numeric scores for evaluations are based on a five-point scale. The rubric-centered Tulsa Model provides definitions of professional proficiency (effectiveness) for all 5 rankings:</p> <ul style="list-style-type: none"> • Based on research and best practices; • Developed and improved 		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>hand-in-hand with teachers; and</p> <ul style="list-style-type: none"> • Containing 20 indicators residing within 5 domains: <ol style="list-style-type: none"> 1. Classroom Management 2. Instructional Effectiveness 3. Professional Growth and Continuous improvement 4. Interpersonal Skills 5. Leadership <p>When a teacher does not meet or exceed the goals set by the evaluation, the superintendent will clearly communicate expectations to them and hold them accountable if expectations are not met. This will be accomplished through documentation, communication of evaluation results, and providing a plan of improvement prior to considering exiting those teachers.</p> <p>The administrators 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:</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ol style="list-style-type: none"> 1. Strategic Leadership – 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. 7. Micro-Political Leadership – School executive, Micro-Political leadership. 		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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>Performance Incentive Pay</p> <p>If Temple Elementary School meets or exceeds its annual milestones in reading/language arts and mathematics, all teachers and staff members will be rewarded with school-based incentives. A suggested method is listed below but may change during the planning year through work with the outside consultant, advisory committee, Leadership Team and School Turnaround Officer. The performance stipends will not be implemented in the Planning Year. The preliminary plan of performance stipends is as follows:</p> <p>All teachers will receive merit pay based on increases in school report card scores as follows \$1200.00 for an “A” \$1000.00 for a “B” \$750.00 for a “C” Total Cost with 14 certified staff - \$16,800</p> <p>All support staff will receive merit pay based on increases in school report card scores as follows: \$400.00 for an “A” \$250.00 for a “B” \$100.00 for a “C”</p>	August 2016 (performance-based incentives will not be implemented during the Planning Year to ensure that the right method is selected)	<p>Kolby Johnson, superintendent</p> <p>Warren Butler, dean of students</p> <p>School Turnaround Officer</p> <p>External provider</p> <p>Temple Education Foundation and partner agencies (for sustainability)</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Total Cost with 4 support staff - \$1,600</p> <p>Teachers in need of assistance as noted through observation and evaluation using the TLE will be provided ample opportunity to improve through collaboration with other teachers, coaching from external providers and guidance by administration. Those who continue to perform below acceptable levels will be removed by the board of education.</p> <p>The school is currently partnering with several area businesses and agencies and the Temple Education Foundation to ensure that these merit-based stipends will continue past the funding years.</p> <p>Further, individual teachers who demonstrate high levels of effectiveness, as identified through their scores on the TLE rubric as well as student growth information, will be approached to become Professional Learning Community leaders and have the opportunity to share and model for their colleagues in an effort to improve the practice of everyone around them.</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	<p>Temple Public Schools will implement and sustain school-wide improvement systems that focus on the use of formative and summative measures that drive educational decision making and empower teachers and administrators to use data effectively and efficiently to make those decisions.</p> <p>These systems of improvement will be implemented through the use of differentiated professional development. A scaffolded system of support will be built through the Planning Year to ensure proper training for each staff member. This will also create sustainability, as it will build Professional Learning Community leaders.</p> <p>The external provider will utilize the curriculum-centered strategic planning model to develop PLCs and align training with state data and formative and summative assessments.</p> <p>The external provider will provide the following: 1. Teacher and staff training to prepare teachers for a concerted effort to change the learning environment. This includes a Five-Day Teacher</p>	<p>August 2015-May 2016 for ongoing onsite and off site professional development</p> <p>July and August 2016, 2017, and 2018 for new teacher academy and teacher academy</p>	<p>School Turnaround Officer</p> <p>All Temple Elementary School teachers</p> <p>Kolby Johnson, superintendent</p> <p>Warren Butler, dean of students</p> <p>School Turnaround Officer</p> <p>External providers</p> <p>Oklahoma State Department of Education annual meetings, SIG webinars, and site</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Academy and Five-Day New Teacher Academy (implementation years).</p> <p>2. Teacher and staff training on using data to drive decisions. This will include methods in data collection, data analysis, student growth monitoring, data wall implementation for both classrooms and entire school, vertical learning techniques, attendance monitoring, and benchmark assessments.</p> <p>3. Teacher and staff training on aligning classroom and school learning with formative and summative data, OCCT tests, district benchmarks, and attendance efforts.</p> <p>4. Teacher and staff training on Study Island benchmark and assessment program, which will be purchased with grant funds.</p> <p>5. Guidance in forming small PLCs and a whole-school PLC. The provider will train the teachers in using PLCs to achieve common goals, help special-needs students reach OCCT proficiency, and facilitate vertical learning.</p> <p>6. Initiation of a Train the Trainer model that will lead to project sustainability. This model will allow teachers to train others in best practice and instructional strategies. The model will also</p>		visits

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	include a mentoring system that will start in the implementation year. 7. Facilitation of whole-school needs assessment during the Planning Year (if hired during planning year).		
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	Temple Public Schools will implement a Train the Trainers Model in order to provide opportunities for career growth. The Tulsa Model TLE will provide teachers with positive reinforcement and validation. Starting in the Implementation Year, the school will implement a performance-based incentive	Training in the Train the Trainers model begins August 2015. Performance-based incentive program begins in	Kolby Johnson, superintendent Temple Board of Education

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
necessary to meet the needs of the student in a transformation school.	<p>program for all staff. As outlined in the implementation budget years, 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 the school the following year.</p> <p>The school will also implement recruitment stipends beginning in the Implementation Year. These stipends will attract high-quality applicants for the positions. Temple is an extremely rural school district, and it faces the reality that extra incentives are needed to bring qualified teachers to the district.</p>	first incentive year – 2015-2016 – and continues through the second and third Implementation Year. It will be sustained in the Sustaining Year and beyond.	
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>Temple Elementary School will ensure alignment of curriculum and to identify instructional gaps using OCCT reading /math results, Study Island assessments, DIBELS pre/post tests, and state standards.</p> <p>Through professional development, all teachers will be trained to disaggregate data, align curriculum, identify gaps, and to write effective curriculum. Summer professional development</p>	Professional development begins during fall 2015. Will use external provider and OSDE to train.	<p>SIG Advisory Committee</p> <p>Leadership Team</p> <p>External provider</p> <p>OSDE trainers</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>will focus on continuous vertical and horizontal alignment, using curriculum maps and pacing calendars to design a comprehensive curriculum that is based on state objectives. All instruction will be embedded in this concept.</p> <p>Monitoring – Training agendas, professional development sign-in sheets, student assessment documentation and curriculum alignment documents.</p> <p>Sustainability - Teachers will be trained using the Train the Trainers model to ensure sustainability beyond the funding period.</p>	<p>Summer 2016, 2017, and 2018 training will include 5-day training and new teacher training.</p>	
<p>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>One of the nine principles of Comprehensive School Reform established by the U.S. Department of Education is the use of measurable goals and benchmarks to drive changes. Accurate analysis of data – and the correct response to that data – leads to increased student proficiency. Student data will be correlated with district and state standards to determine the pace and approach for each child.</p> <p>Differentiation of student learning will be helped</p>	<p>Analysis starts in July 2015 and will continue through the sustaining year.</p>	<p>Leadership Team</p> <p>External providers</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>with increased technology tools. Individual technology will give the student instant feedback on performance and allow staff to quickly change educational approaches.</p> <p>The teachers at Temple Elementary will meet weekly in PLCs to analyze and review assessment data to make appropriate adjustments to instructional plans.</p> <p>Temple Elementary School will continue to use both summative and formative assessments to plan and differentiate instruction. These assessments will also be used as ongoing assessments to determine the appropriate and effective subsequent steps in educating the students.</p> <p>Summative assessments, which are used to evaluate student achievement at a definite point in time relative to the appropriate content standards, will be as part of the vertical learning component. Summative information will be used for both the students moving to the next grade level and new students entering a grade. The summative assessments that Temple Elementary will</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>continue to use include Study Island, DIBELS and the 3rd – 8th Grade OCCT. Additional summative assessments that will be added as a result of this model will be chosen by the advisory committee and individual teachers. All teachers will have an active role in creating benchmark assessments to use at each grade level.</p> <p>Temple Elementary students will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, quizzes, class assignments and homework assignments. The additional formative assessments that will be added as a result of the Transformation Model are project-based assessments, student self-assessments and student self-grading rubrics. Through professional development, the teachers will learn to create these assessments, evaluate these assessments and use the results from the assessments to increase student learner outcomes.</p> <p>Monitoring – Sign-in sheets, agendas, and benchmark data will be maintained as</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>documentation of implementation. The SIG Advisory Committee Team will meet quarterly with certified staff to analyze results.</p> <p>Sustainability - The advisory committee will work with the School Turnaround Officer, external provider, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results.</p>		
8. Establish schedules and implement strategies that provide increased learning time.	<p>The district/school will extend instructional time by adding after school instruction and summer school. Students engaged in extra day learning can show improved academic achievement (Pierce, 1999 and Schinke, 2000). Another study found that providing one-on-one and small group tutoring beyond the regular school day helps student learn core curriculum (Hanson, 1999). Extra time with educators also builds confidence in making the right academic and social choices (Pierce, 1999). Quality technology and curriculum for the extended day activities are effective ways to stimulate learning (Scanlon, 2009) and can overcome many restrictive factors (Belcastro,</p>	<p>Preliminary schedules have already been established for the 2015-2016 year. During the planning year, the SIG Advisory Committee and teachers will lead the discussion on changes to the schedule. The</p>	<p>Superintendent SIG Advisory Committee Teachers Parents Community members</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>2002).</p> <p>All students will be pre-tested and post-tested using at least one of three tools – Study Island, DIBELS, and/or classroom assessments – to determine the success of the extended learning time intervention. The certified staff will submit the results for review so the Leadership Team and teachers have an opportunity to make any adjustments necessary to ensure student success. Through the addition of 20 minutes of instructional time each day, the students will benefit from individual instruction, small group instruction and interventions in academic areas which each individual student is experiencing difficulties.</p> <p>Temple’s students will participate in remediation classes both during regular school hours and during extended school day which will give them the individualized instruction that is needed to increase specific academic skills.</p>	<p>final schedule will be set before the beginning of the 2016-2017 year.</p>	
<p>9. Provide ongoing mechanisms for family and community engagement.</p>	<p>Temple will improve the school community by partnering with several area agencies to provide families a way to access services. The school has established partnerships with various health</p>	<p>Ongoing Family Nights and Community</p>	<p>Partner agencies Superintendent</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>service providers including the county Department of Human Services, the tribe, and other agencies for medical, educational and social resources needed by families.</p> <p>To better communicate with the community the school has created a communication plan. This plan will encourage two-way communication between the school and its stakeholders. This plan includes a website linked from the school website that will serve as a clearinghouse of information about the project. This site will also provide opportunities for parents and stakeholders to provide feedback through comments, emails, and polls. Students in extended day time will produce a project newsletter that will be sent home with each student and placed around town. Information about the project will also be discussed during monthly Board of Education meetings and during parent-teacher conferences.</p> <p>Parent and community representatives serve on the SIG Advisory Committee and will serve as liaisons between the school and community. They</p>	<p>Nights – once per semester starting in fall 2015.</p> <p>Website developed by fall 2015</p>	<p>Turnaround officer</p> <p>Teachers</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>will provide two-way communication about the project both to and from the school.</p> <p>Parent Nights and Community Nights will also allow stakeholders to interact with educational staff and engage in two-way communication about the project.</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>Temple Elementary is a small rural school and the decisions regarding the school calendar, school personnel assignments and budgeting are made by the parents, teachers, administration and the local board of education.</p> <p>Temple Elementary has developed and implemented school-wide/district leadership and communication procedures to ensure that individuals that will be affected by a decision will have an opinion in that decision.</p> <p>Temple Elementary has experienced significant staff turnover. Four out of 12 teachers in the elementary level this year will be new to the district. Through the evaluation process, teachers who are not effective will be replaced during the 2016-2017 school year with effective highly</p>	<p>Ongoing</p> <p>As state above, an overall schedule of school hours, events, and professional development will be in place for the 2015-2016 year. However, it will change during the planning year to improve outcomes. All</p>	<p>SIG Advisory Committee</p> <p>Superintendent</p> <p>PLCs</p> <p>Board of Education</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>qualified educators who share the district’s vision for improvement.</p> <p>Professional learning communities will be established in the 2015-2016 school year. The small size of Temple’s staff will allow for a two-tiered approach to PLCs. The first tier will be small (3 to 4 people) PLCs of similar grade levels. These PLCs will focus on classroom and program improvements for specific grades. One large PLC will feature all 14 elementary staff. This PLC will focus on vertical learning and whole-school approaches to improving student learning.</p> <p>The administration team will work with certified and support personnel to develop and implement necessary adaptations/modifications to calendars, schedules and budgets that will positively effect and increase student achievement.</p> <p>Monitoring – The SIG Advisory Committee will meet on a monthly basis to discuss the implementation of the School Improvement Grant as well as identify any barriers that are impeding</p>	<p>changes will be made by first asking if they will help student achievement.</p>	

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>the implementation of the School Improvement Grant. These barriers will be identified the professional learning community, parents, teachers and administrators. The Superintendent will present council requested changes to the local board of education.</p> <p>Sustainability – The SIG Advisory Committee will be maintained after the funding period to ensure that the review of school improvement barriers is continued and that operational flexibility needs are addressed.</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>Temple is a small rural district. The elementary school will receive all possible resources and support from the district.</p> <p>The district/school will engage in ongoing technical assistance meetings with the Oklahoma Department of Education.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from external providers.</p> <p>Temple has created a SIG Advisory Committee</p>	<p>Continuous training starting in August 2015</p> <p>Training academy and new teacher training each summer starting in 2016</p>	<p>SIG Advisory Committee</p> <p>PLCs</p> <p>Superintendent</p> <p>External provider</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>which completed a needs assessment and will complete further assessments during the planning year to solidify the Transformation Model components.</p> <p>In addition, the external provider and the Turnaround Officer will continue to conduct professional development and training with the school to ensure that the Transformation Model components are fully implemented and utilized.</p>		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	<p>Technology Technology needs have been overlooked for quite some time. The district's computers are aging quickly, and hinder the school's efforts to create a technology-rich learning environment.</p> <p>Microsoft Surface Pro or a comparable tablet in mobile cabinets will allow teachers to incorporate technology into their classrooms.</p> <p>To prepare for full implementation, teachers will be trained in use of proven technology. With the funding from the grant, all classrooms will be equipped with</p>	<p>Technology will be first installed in classrooms during the planning year.</p> <p>During the implementation years, the district will purchase touchscreen tablets to be</p>	<p>SIG Advisory Committee</p> <p>Superintendent</p> <p>Board of Education</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>state of the art interactive white boards and projectors, as well as individual laptops for each board. Teachers will also receive allowances for iPad and Chrome applications. They will also receive all auxiliary components of the computers so they can project onto the white board. (14 teachers x \$1,000 per classroom).</p> <p>Starting in the implementation year, students will also be provided individual tablets with a wireless printer in each classroom. In the first year, the students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. In the subsequent years, students in the lower classes will receive the tablets until by the end of the third year, Temple will be a 1-to-1 digital technology school.</p> <p>Grants funds will also be used to purchase the Study Island Benchmarking Program. The program for elementary schools enables teachers to get a snapshot of student proficiencies in relation to the Oklahoma Academic Standards.</p>	placed in the classrooms.	

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, socio-emotional 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.

**Temple
Planning Year budget (2015-2016)**

- **Salaries**
- **Turnaround officer..... 20,000.00**
 - Temple Public Schools will plan to seek and find a turnaround officer by November 2015. Although several people may be qualified for the position, the committees have decided to ensure through the first of the planning year to seek the correct candidate for the position.
 - Temple Public Schools will designate an office that is located in the main building on campus to be the Turnaround Officer work space. This office will be used for Leadership Team meetings, SIG Advisory Committee meetings, Professional Learning Community meetings, and faculty meetings. This will also house the Data Wall that will drive instructional decisions.
 - Once selected, The Turnaround Officer will receive a salary that is commensurate with the state minimum salary schedule for approximately 10 years of service of experience plus a \$15,000 stipend each year for the turnaround officer in addition to other duties. The school estimates that the teacher will not be hired until November, and thus his or her salary will be \$27,500 in the first year. The salary will be \$27,500 for the planning year and \$42,500 for each of the three implementation years. Benefits will be \$6,050 for the first year and for the \$9,300 for each of the implementation years. salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale.

- **Executive director of turnaround model..... 5,000.00**
 - Kolby Johnson, superintendent, will work contract hours after the regular school day. He will receive a \$5,000 stipend each year for overseeing all avenues of the School Improvement Grant.

- **Special education paraprofessional..... 9,500.00**
 - Although most of the permanent hiring will be delayed until the beginning of the implementation year, the district believes that it is crucial to bring in a special education paraprofessional immediately. This person will be in charge of pull-outs and extended day learning for special education students.

- **Extended day salaries..... 3,400.00**
 - Funding will provide more than 300 additional hours of instruction for the most at-risk students. Students in grades PreK-8 will receive an additional 20 minutes each 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. This time will be staggered with collaboration time so that the cost is minimized.

- **Extended salaries for collaboration time..... 6,400.00**
 - To provide 90 minutes per week of collaboration time, teachers and staff will meet before school for 30 minutes after school three times a week. 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. Cost for these salaries will be \$6,400. 44300

- **Benefits 9,746.00**

- **Stipends for professional development 13,650.00**
 - 14 staff members @ 25.00 an hour for 30 hours
 - This professional development will be for the additional 30 days of training beside the five-day training scheduled fro each of the implementation year. This will include training from the contracted provider. It will also include November Learning/K20 Center will provide high-quality, job-embedded professional development to staff in the area of instructional technology integration. Funds have been budgeted in all three years of the grant to support this initiative.

- **Benefits for professional development 3,003.00**

- **Materials**
 - **Classroom technology for planning year..... 14,000.00**
 - To prepare for full implementation, teachers will be trained in use of proven technology. With the funding from the grant, all classrooms will be equipped with state of the art interactive white boards and projectors, as well as individual laptops for each board. Teachers will also receive allowances for iPad and Chrome applications. They will also receive all auxiliary components of the computers so they can project onto the white board. (14 teachers x \$1,000 per classroom).
 - **Study Island benchmark licensing 2,000.00**
 - The Study Island Benchmarking Program for elementary schools enables teachers to get a snapshot of student proficiencies in relation to the Oklahoma Academic Standards.

- **Professional**
 - **School turnaround consulting 10,000.00**
 - A contracted Leadership Facilitator will provide training in effective PLCs and will provide additional coaching for the school leadership. Funds have been budgeted for a contracted amount.

- **Total planning year 96,699.00**

Implementation Year One (2016-2017)

- **Salaries**

- **Turnaround officer..... 40,000.00**

- The Turnaround Officer will receive a full-year salary beginning the first implementation year. His or her salary will be \$40,000.00 for the first implementation year, \$40,500.00 the second implementation year, and \$41,000.00 the third implementation year. This salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale.

- **Reading teacher 1.0 FTE 35,000.00**

- A reading specialist will be hired by the first implementation year. This reading specialist will work with other teachers to individually help each child improve in reading performance.

- **Math teacher 1.0 FTE 35,000.00**

- A math specialist will be hired by the first implementation year. This math specialist will work with other teachers to individually help each child improve in math performance.

- **Stipends for professional development 7,200.00**

- 14 staff members @ \$20 for 30 hours
- This professional development will be for the additional 30 hours of training beside the five-day training scheduled for each of the implementation year. This will include training from the contracted provider. It will also include November Learning/K20 Center will provide high-quality, job-embedded professional development to staff in the area of instructional technology integration. Funds have been budgeted in all three years of the grant to support this initiative.

- **Stipends for 5 day training 7,200.00**

- 12 teachers x \$20 x 30 hours
- 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.

- **Stipends for new teacher academy 1,400.00**

- 2 teachers x \$20 x 35 hours
- 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.

- **Recruitment stipends..... 3,000.00**

- 1,500 per teacher for two new teachers
- The district anticipates hiring two teachers for the 2016-2017 year. These stipends will attract high-quality applicants for the positions.

- **Performance incentives 18,400.00**

- Maximum amount of \$1,200 per certified staff member has been budgeted for performance incentives

- Individual Merit Pay Component

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

- \$1200.00 for an “A”
- \$1000.00 for a “B”
- \$750.00 for a “C”
- Total Cost with 14 certified staff - \$16,800
- All support staff will receive merit pay based on increases in school report card scores as follows:
 - \$400.00 for an “A”
 - \$250.00 for a “B”
 - \$100.00 for a “C”
 - Total Cost with 4 support staff - \$1,600
 - 141200

• **Benefits 31,064.00**

• **Materials**

- **60 touchscreen tablets 14,000.00**
- **60 tablet covers 2,000.00**
- Students will also be provided individual tablets with a wireless printer in each classroom. In the first year, The students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. In the subsequent years, students in the lower classes will receive the tablets until by the end of the third year, Temple will be a 1-to-1 digital technology school.

○ **Study Island benchmark licensing 2,000.00**

- The students in all grades will receive direct instruction in math as well as a second dose of math via the Study Island instructional program or a similar program from Study Island. Cost of the Study Island benchmark program is estimated to be \$4,000.00

• **Professional**

- **Education consulting service (for 5 day) 5,000.00**
- **School turnaround consulting 20,000.00**
- Total cost for coaching, training, and modeling from external providers and trainers will be \$35,000 each of the three years. The external server will provide 30 days of on-site coaching/modeling and direct training at a rate of \$1,000 per day. Also, the consultant will present the 5-day training. Total cost for coaching, training and modeling from external providers and trainers will be \$35,000.00 each implementation year.

• **Total implementation year one (2016-2017)..... 215,264.00**

Implementation Year Two (2017-2018)

• **Salaries**

- **Turnaround officer..... 40,500.00**
- The Turnaround Officer will receive a full-year salary beginning the first implementation year. Her salary will be \$40,000.00 for the first implementation year, \$40,500.00 the second implementation year, and \$41,000.00 the third implementation year. This salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale.

○ Reading teacher 1.0 FTE	35,500.00
▪ A reading specialist will be hired by the first implementation year. This reading specialist will work with other teachers to individually help each child improve in reading performance.	
○ Math teacher 1.0 FTE	35,500.00
▪ A math specialist will be hired by the first implementation year. This math specialist will work with other teachers to individually help each child improve in math performance.	
○ Stipends for professional development	7,200.00
▪ 14 staff members @ \$20 for 30 hours	
▪ This professional development will be for the additional 30 hours of training beside the five-day training scheduled for each of the implementation year. This will include training from the contracted provider. It will also include November Learning/K20 Center will provide high-quality, job-embedded professional development to staff in the area of instructional technology integration. Funds have been budgeted in all three years of the grant to support this initiative.	
○ Stipends for 5 day training	7,200.00
▪ 12 teachers x \$20 x 30 hours	
▪ 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.	
○ Stipends for new teacher academy	1,400.00
▪ 2 teachers x \$20 x 35 hours	
▪ 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.	
○ Recruitment stipends.....	3,000.00
▪ 1,500 per teacher for two new teachers	
▪ The district anticipates hiring two teachers for the 2016-2017 year. These stipends will attract high-quality applicants for the positions.	
○ Performance incentives	18,400.00
▪ Maximum amount of \$1,200 per certified staff member has been budgeted for performance incentives	
● Individual Merit Pay Component	
○ All teachers will receive merit pay based on increases in school report card scores as follows	
▪ \$1200.00 for an “A”	
▪ \$1000.00 for a “B”	
▪ \$750.00 for a “C”	
▪ Total Cost with 14 certified staff - \$16,800	
○ All support staff will receive merit pay based on increases in school report card scores as follows:	
▪ \$400.00 for an “A”	
▪ \$250.00 for a “B”	
▪ \$100.00 for a “C”	
▪ Total Cost with 4 support staff - \$1,600	

▪ 141200

• **Benefits** **32,714.00**

• **Materials**

○ **60 touchscreen tablets** **14,000.00**

○ **60 tablet covers** **2,000.00**

▪ Students will also be provided individual tablets with a wireless printer in each classroom. In the first year, The students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. In the subsequent years, students in the lower classes will receive the tablets until by the end of the third year, Temple will be a 1-to-1 digital technology school.

○ **Study Island benchmark licensing** **2,000.00**

▪ The students in all grades will receive direct instruction in math as well as a second dose of math via the Study Island instructional program or a similar program from Study Island. Cost of the Study Island benchmark program is estimated to be \$4,000.00

• **Professional**

○ **Education consulting service (for 5 day)** **5,000.00**

○ **School turnaround consulting** **20,000.00**

▪ Total cost for coaching, training, and modeling from external providers and trainers will be \$35,000 each of the three years. The external server will provide 30 days of on-site coaching/modeling and direct training at a rate of \$1,000 per day. Also, the consultant will present the 5-day training. Total cost for coaching, training and modeling from external providers and trainers will be \$35,000.00 each implementation year.

• **Total implementation year two (2017-2018)**..... **224,414**

Implementation Year Three (2018-2019)

• **Salaries**

○ **Turnaround officer**..... **41,000.00**

▪ The Turnaround Officer will receive a full-year salary beginning the first implementation year. Her salary will be \$40,000.00 for the first implementation year, \$40,500.00 the second implementation year, and \$41,000.00 the third implementation year. This salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale.

○ **Reading teacher 1.0 FTE** **36,000.00**

▪ A reading specialist will be hired by the first implementation year. This reading specialist will work with other teachers to individually help each child improve in reading performance.

○ **Math teacher 1.0 FTE** **36,000.00**

▪ A math specialist will be hired by the first implementation year. This math specialist will work with other teachers to individually help each child improve in math performance.

○ **Stipends for professional development** **7,200.00**

<ul style="list-style-type: none"> ▪ 14 staff members @ \$20 for 30 hours ▪ This professional development will be for the additional 30 hours of training beside the five-day training scheduled for each of the implementation year. This will include training from the contracted provider. It will also include November Learning/K20 Center will provide high-quality, job-embedded professional development to staff in the area of instructional technology integration. Funds have been budgeted in all three years of the grant to support this initiative. 	
<ul style="list-style-type: none"> ○ Stipends for 5 day training 	7,200.00
<ul style="list-style-type: none"> ▪ 12 teachers x \$20 x 30 hours ▪ 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. 	
<ul style="list-style-type: none"> ○ Stipends for new teacher academy 	1,400.00
<ul style="list-style-type: none"> ▪ 2 teachers x \$20 x 35 hours ▪ 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. 	
<ul style="list-style-type: none"> ○ Recruitment stipends..... 	3,000.00
<ul style="list-style-type: none"> ▪ 1,500 per teacher for two new teachers ▪ The district anticipates hiring two teachers for the 2016-2017 year. These stipends will attract high-quality applicants for the positions. 	
<ul style="list-style-type: none"> ○ Performance incentives 	18,400.00
<ul style="list-style-type: none"> ▪ Maximum amount of \$1,200 per certified staff member has been budgeted for performance incentives • Individual Merit Pay Component <ul style="list-style-type: none"> ○ All teachers will receive merit pay based on increases in school report card scores as follows <ul style="list-style-type: none"> ▪ \$1200.00 for an “A” ▪ \$1000.00 for a “B” ▪ \$750.00 for a “C” ▪ Total Cost with 14 certified staff - \$16,800 ○ All support staff will receive merit pay based on increases in school report card scores as follows: <ul style="list-style-type: none"> ▪ \$400.00 for an “A” ▪ \$250.00 for a “B” ▪ \$100.00 for a “C” ▪ Total Cost with 4 support staff - \$1,600 ▪ 150200 	
<ul style="list-style-type: none"> • Benefits 	33,044.00
<ul style="list-style-type: none"> • Materials 	
<ul style="list-style-type: none"> ○ 60 touchscreen tablets 	14,000.00
<ul style="list-style-type: none"> ○ 60 tablet covers 	2,000.00

- Students will also be provided individual tablets with a wireless printer in each classroom. In the first year, The students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. In the subsequent years, students in the lower classes will receive the tablets until by the end of the third year, Temple will be a 1-to-1 digital technology school.

○ **Study Island benchmark licensing 2,000.00**

- The students in all grades will receive direct instruction in math as well as a second dose of math via the Study Island instructional program or a similar program from Study Island. Cost of the Study Island benchmark program is estimated to be \$4,000.00

• **Professional**

○ **Education consulting service (for 5 day) 5,000.00**

○ **School turnaround consulting 20,000.00**

- Total cost for coaching, training, and modeling from external providers and trainers will be \$35,000 each of the three years. The external server will provide 30 days of on-site coaching/modeling and direct training at a rate of \$1,000 per day. Also, the consultant will present the 5-day training. Total cost for coaching, training and modeling from external providers and trainers will be \$35,000.00 each implementation year.

• **Total implementation year three (2018-2019)..... 226,244.00**

Sustaining Year (2019-2020)

• **Salaries**

○ **Turnaround officer..... 41,500.00**

- The Turnaround Officer will receive a full-year salary beginning the first implementation year. Her salary will be \$40,000.00 for the first implementation year, \$40,500.00 the second implementation year, and \$41,000.00 the third implementation year. This salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale.

○ **Reading teacher 1.0 FTE 36,500.00**

- A reading specialist will be hired by the first implementation year. This reading specialist will work with other teachers to individually help each child improve in reading performance.

○ **Math teacher 1.0 FTE 36,500.00**

- A math specialist will be hired by the first implementation year. This math specialist will work with other teachers to individually help each child improve in math performance.

○ **Stipends for professional development 0.00**

- Due to the train the trainer model, teachers will take over the professional development starting in the fifth year.

○ **Stipends for 5 day training 0.00**

- Due to the train the trainer model, teachers will take over the professional development starting in the fifth year.

○ **Stipends for new teacher academy 0.00**

- Due to the train the trainer model, teachers will take over the professional development starting

in the fifth year.

- **Recruitment stipends**..... **0.00**
 - In the fifth year, recruitment stipends will be provided by partner agencies and education foundation.

- **Performance incentives** **0.00**
 - In the fifth year, recruitment stipends will be provided by partner agencies and education foundation.
114500

- **Benefits** **25,190.00**

- **Materials**
 - **60 touchscreen tablets** **0.00**
 - **60 tablet covers** **0.00**
 - In the fifth year, the school will use set-aside funds to continue the purchase of technology for the project.

 - **Study Island benchmark licensing** **0.00**
 - In the fifth year, the school will use set-aside funds to continue the purchase of technology for the project.

- **Professional**
 - **Education consulting service (for 5 day)** **0.00**
 - **School turnaround consulting** **0.00**
 - Due to the train the trainer model, teachers will take over the professional development starting in the fifth year.

- **Total sustaining year (2019-2020)** **139,690.00**

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 office has not yet been named. The district will spend this summer and possibly part of the planning year to recruit a qualified turnaround officer. Although some people have shown interest, the district leadership has decided to perform a rigorous review of possible officers to ensure that the right person is put in place by the start of the implementation year. The school will seek a turnaround officer who has the expertise, credentials, capacity and positive attitude to produce results in this position.
The installation of a Turnaround Office is paramount to the success of the project. That led to the

decision to actively pursue a Turnaround Officer and not wait until the implementation year to install the officer. The officer will oversee the monitoring of the program. This person's office will be located in the elementary school next to the central office. This officer will work with teachers and the Leadership Team to construct a method to track academic progress of all students. This information will guide project modifications. A data room will be established and maintained. Data included in this room will include OCCT assessments, students identified in the bottom 25% quartile from OCCT test scores, achievement on OCCT tests of students with special needs, DIBELS assessments of students with special needs, student benchmark testing, discipline referrals, student attendance, teacher attendance, and DIBELS assessments. This room will also hold teacher observation and evaluation data to be used to identify teachers in need of improvement. A Data Wall will also be implemented in the room to monitor student program and track interventions. In addition, the state will send the School Support Team Leader to offer feedback and technical assistance as needed based upon the visits.

Until a Turnaround Officer is identified and hired, superintendent Kolby Johnson will meet with SEA staff during the planning year. He will also work with the OSDE's School Support Team Leader during site visits. Once hired, the Turnaround Officer will communicate with the Advisory Committee, Leadership Team, and SEA. The SIG Advisory Committee will meet with the Turnaround Officer each month to review project activities and offer suggestions for modifications. The Leadership Team will meet with the Turnaround Officer weekly to review project activities, expenditures, and benchmarks. A communication plan has been established to facilitate daily communication between the Turnaround Officer and Superintendent, weekly communication between the Turnaround Officer and all teachers, and monthly communication between the Turnaround Officer and the state department of education.

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.

Temple Elementary School is the only Focus School in the Temple school district and the LEA budget is the same as the school budget. There will be no difference in costs between the LEA and the school. Therefore, the LEA budget outlined above is the same as the school budget.

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.**

The school’s planning year narrative is included in the overall budget narrative outlined above in the LEA budget section.

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 an 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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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/pre-implementation 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
<ul style="list-style-type: none">• The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.	<ul style="list-style-type: none">• The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none"> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> • No data sources were used in the analysis or summary of analysis is 	<ul style="list-style-type: none"> • Few data sources (1-3) were used and summarized into a 	<ul style="list-style-type: none"> • Multiple data sources (4 or more) were used and have been

<p>nonexistent.</p> <ul style="list-style-type: none"> The identified model is not supported by the data analysis and needs assessment. 	<p>limited analysis.</p> <ul style="list-style-type: none"> The identified model is partially supported by the data analysis and needs assessment. 	<p>summarized into a meaningful analysis.</p> <ul style="list-style-type: none"> The identified model is fully supported by the data analysis and needs assessment.
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SCHOOL SMART GOALS

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

SCHOOL INTEGRATION OF SERVICES

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>
<ul style="list-style-type: none"> The LEA has not integrated resources to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has integrated some resources (1-2) to support the selected intervention model. 	<ul style="list-style-type: none"> The LEA has integrated multiple resources (3 or more) to support the selected intervention model.

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

Level I	Level II	Level III
<ul style="list-style-type: none"> The school has addressed 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
<ul style="list-style-type: none"> 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*. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

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.*

Temple Public Schools

Selection Process for External Providers

The following 12-step process will be followed when Temple Public Schools makes decisions for ALL External Providers:

1. SIG Team Meeting. Determination of need and process to find provider to meet that need.
2. Needs Assessment. Analysis of LEA needs and goals for project and expectations for external provider.
3. Identify potential providers. Will include contacting other LEAs who have used external provider.
4. Write and issue requests for proposals. RFP will include input from parents, teachers, and community representatives who serve on the SIG Advisory Committee.
5. Develop transparent selection process. Process will be discussed during SIG Advisory Committee meetings and during Board of Education meetings.
6. Review proposals, conduct due diligence and select providers.
7. Negotiate with Contract Provider, including goals, benchmarks, and plan to manage assets.
8. Initiate on-going cycle of continuous progress monitoring and adjustment of External Providers by reviewing monthly student performance on benchmark assessments.
9. SIG Advisory Committee and Leadership Team will meet monthly to review performance of External Providers and shall make recommendation to the Director to replace an External Provider when appropriate.
10. When the Stakeholders recommend replacement of an External Provider, the Leadership Team shall make the recommendation to the Board, and the process for External Provider Selection shall start over.
11. Prepare to proactively deal with problems and adjust strategies.
12. Plan for evaluation and clarify who is accountable for data collection.