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

LEA SECTION

Legal Name of Applicant: **Crutcho Public School**	Applicant's Mailing Address: **2401 N. Air Depot Blvd.** **Oklahoma City, OK 73141**

Local Educational Agency Contact for the School Improvement Grant

Name:　　　**Teresa McAfee**

Position and Office:　　**Superintendent / Superintendent's Office**

Contact's Mailing Address:　**2401 N. Air Depot Blvd.**

Telephone:　　**405-427-3771**

Fax:　　　**405-427-3816**

Email address:　　**tmcafee@crutchoesd.org**

Superintendent (Printed Name): **Teresa McAfee**	Telephone: **405-427-3771**
Signature of the Superintendent X_____	Date: **May 19, 2010**

The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives as result of this application.

ASSURANCES

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

A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.

B. Grantees will establish three-year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.

C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).

D. Grantees will report school level data, including trend data over a number of years in the following areas:
   a. Number of minutes in the school year;
   b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
   c. Dropout rate;
   d. Graduation rate;
   e. Student attendance rate;
   f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
   g. Discipline incidents;
   h. Truancy rate;
   i. Distribution of teachers by experience and student achievement; and
   j. Teacher attendance rate.

E. Grantees will meet the additional requirements of the 1003(g) grant as listed below:
   a. Establish an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
   b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
   c. Provide at least five (5) days of site-based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and
   d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.

G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, Pre-Data Retreat Leadership Meeting, Summer Data Retreat, and 1003(g) Implementation Meetings.

H. Grantees must ensure that any Tier I or Tier II school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.

I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

J. Grantees receiving a waiver allowing Tier I and Tier II schools to "start over" in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

May 19, 2010

_____
Signature of Superintendent   Date

WAIVERS

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

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

SCHOOLS TO BE SERVED

In the chart below, indicate the schools the LEA will serve by completing the table below. For Tier I and Tier II schools, identify the Intervention Model Selected for each school.
Note: An LEA that has nine or more Tier I and Tier II schools may implement the transformation model in no more than 50 percent of those schools.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation
Crutcho Elementary		X						X

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL
Not Applicable				

LEA CAPACITY

In the chart below, address the LEA's capacity in regards to the required indicators. Be specific and detailed in the narrative, providing evidence the LEA has the capacity to fully and effectively implement the selected intervention model.

Indicators	LEA Narrative
• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined.	Crutcho will be implementing the Transformation Model with detailed activities and timeline. See Action Plans, Timelines, Job Descriptions, Calendars, and Schedules which can be found in the Appendix.
• The LEA has demonstrated that it has involved relevant stakeholders and received commitment and support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	The LEA included stakeholders from the following groups: students, all teachers, parents, all administration, teachers' union, and outside community groups; Whiz Kids Staff, Meadowood Church, Oakdale Baptist Church, UCO, Absentee Shawnee Tribe, and Eagle Ridge Institute. Representatives participated in activities related to choosing the model and developing the program design. The LEA also surveyed all students, parents, administrators, support staff, and teachers using the *What Works In Schools* survey. The results of this data will be used to make any necessary modifications to the plan during year 1.
• Staff with the credentials and capacity to implement the selected intervention successfully has been identified.	All Crutcho teachers are highly qualified. Currently, Crutcho has three National Board Certified teachers, ten Master Level degree teachers, and years of teaching experience range from one year to 31 years.
• The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed.	Crutcho is a single site district. All funds and resources benefit the only identified site. Site made substantial academic growth with current funding and staffing during the previous 2 years.
The ability to recruit new principals with the necessary credentials and capacity has been demonstrated.	The new principal, Mr. Killian, has been recruited and hired. Principal has 30 years of experience as an educator including 25 years with Norman Public Schools. Mr. Killian / Principal demonstrates exceptional math skills, was National Board Certified as a teacher, and clearly understands the Crutcho culture.
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model	The LEA has received extensive input and training from the SDE Technical Assistance Team, Great Expectations Consultant Betty Flurry, and Educational Consulting Service Kim Collier during the previous two years. The LEA has received training to use the WISE Planning Tool. The SIG Team and staff have worked together to analyze multiple data resources to identify needs.

	Members of the SIG Team presented information regarding the models to the BOE on 5/11/10. All stakeholders agree the Transformation Model is the most appropriate model for Crutcho Elem. given recent progress and limited options.
• The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan.	Budgets have been developed using proposals and bids from outside vendors to support each element of the three year plan (2010-2013). The SIG budget provides funding for the turnaround officer, professional development stipends, training fees, and services (including national conferences, collaboration time, 5 day teacher academy and 5 day new teacher training, technical assistance, and coaching/modeling of scientifically research based interventions), costs for extended day and extended year, signing incentives, merit pay, technology hardware, infrastructure, training and support. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs. See Budget.
• 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.	The LEA is a single site district. The SIG Team, Turnaround Officer/Office are located on-site. Monitoring will occur daily. Additionally, the SDE Technical Assistance Team and Educational Consulting Service visits will occur on site. The achievement data will be regularly monitored in order to provide additional support for teaching staff as needed and to identify teaching staff that will need to be placed on improvement plans and/or dismissed.
• The LEA has established an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	Donna Rupert has been identified as the LEA Turnaround Officer. Ms. Rupert is an outstanding educator with exceptional management and organization skills. She serves as a significant leader at this site. Ms. Rupert has participated in all elements of the school improvement training with school administration. Her degrees and certification include: Reading, Special Education, National Board Certification, Library Media Specialist, Early Childhood and Elementary Certification. Ms. Rupert has 26 years of experience. See Appendix for Bio & Job Descrip.
• The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress.	The LEA will provide a minimum of 90 minutes weekly for teacher collaboration. Current plans are to implement a staggered schedule that will provide built in collaborative time for all grade levels and extended learning time for all students. The LEA will provide additional training to facilitate the collaboration process for maximum effectiveness through leadership training, the

	teaming process, and use of the WISE Tool.
• The LEA has identified a 1003(g) Turnaround Team and/or a Turnaround Program Contact that meets regularly with SEA staff to discuss progress of schools. Turnaround Teams and/or Turnaround Program Contact are highly knowledgeable educators who specialize in school improvement, understand culture and climate, and relate well to stakeholders. Turnaround Teams and/or Turnaround Program Contact must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	The Turnaround Team has been identified by the LEA. Members of the team assisted in writing and implementation of the 2008 and 2009 School Improvement Plan. The Turnaround Team includes 3 Nat'l Board Certified Teachers (each with approximately 20 yrs. experience), the building principal (Nat'l Board Certified Teacher/30 years experience), the LEA Superintendent, Educational Consultant Kim Collier, Special Education Teacher (25 yrs. experience), and the Alternative Education Teacher who has taught at Crutcho for 20 years and has a significant understanding of the Crutcho culture. See Appendix for bios.
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	The LEA has participated in numerous federal and state grants with no audit findings. See Appendix for audit summaries for FY2007- 2009.
• The LEA has completed a self assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools.	Crutcho has conducted a needs assessment using the WISE Planning Tool, a professional development survey, and Marzano's *What Works in Schools* - Teacher, Student, and Parent Survey results in order to design, support, progress monitor, and implement the strategies and models indicated to determine capacity. The SIG Team has carefully selected an external consultant to assist in all elements of the process. The previous two years of training and implementation of the School Wide Improvement Plan have fully prepared the SIG team and faculty to implement the transformation model and interventions selected. See Appendix for needs assessment summary results, external provider evaluation and professional development survey results.
• The LEA has demonstrated a commitment of the sustainability of the intervention model after the funding is no longer available.	The transformation model will be sustained with Title I, Title II, Title IV funds. The plan includes strategies to ensure newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement. See Appendix.
• The LEA completes the grant application within the timelines set forth in the application.	The grant application was submitted on May 20th, 2010.
• Assurances are signed and submitted with the application.	All assurances have been signed and are included in this application.
Only For LEAs implementing School Closure	
• 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.	Not Applicable

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

If the LEA has already selected external providers for a Tier I or Tier II site, **provide in the space below a justification for the selection of said providers that includes the following information:**
- History of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Tier I and Tier II schools and their selected intervention models.

Collier Education Consulting, LLC, dba Educational Consulting Service (ECS), was selected as the external provider to provide technical assistance and professional development services due to many years of success in assisting schools in developing systemic change to improve and sustain student achievement. ECS has partnered with the LEA during the 2007, 2008 and 2009 school years. The site made significant improvements during these three years as evidenced by the SDE Technical Site Visitation Reports, Student Achievement on the Oklahoma Core Curriculum Tests, discipline, attendance data, and community involvement data. In the All Students subgroup, Crutcho has had the following scores: 2007--API of 408SH in Mathematics and 348SH in Reading; 2008--API of 578SH in Mathematics and 530SH in Reading; and 2009--API of 718SH in Mathematics and 650SH in Reading. ECS has supported Ongoing reform and initiatives in curriculum alignment, mapping, behavior management, data analysis and disaggregation, PLC's, community involvement, and focused professional development Over the past three years, ECS has provided approximately one day per month professional development. In order to support the Transformation Model, ECS will provide weekly on-site coaches to assist teachers and administrators by modeling best practices and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions, and leadership development with the principal through walkthroughs, coaching debriefing, and modeling. ECS will also provide Ongoing professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as monthly and yearly reports for accountability with all stakeholders. Faculty, administrators, and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making each year. Crutcho is also working with Marzano Research Laboratory to conduct school quality reviews and needs assessments. Data from the review is expected in July 2010 with onsite visits to be conducted on October 11-13, 2010. See additional information in Appendix.

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	• Salaries for .5 FTE Title I Reading Specialist and the .5 FTE Title I Math/Reading Teacher • Salaries for full day Pre-K teacher (teacher student ratio 1:10) • Salaries for regular summer school program (16 days x 4 hours, all grades)
Title II, Part A	• (See REAP below)
Title II, Part D	• (See REAP below)
Title III, Part A	• Professional development in strategies for English Language Learners using the SIOP Model for growing ELL population.
Other Federal Resources • Title VI (REAP) • Supplemental School Improvement 515 • Supplemental School Improvement 515 • Supplemental School Improvement 515	• CSR Teacher for Third Grade • Title I Interventionist Teacher 1.0 FTE • School Based Social Services Specialist for the 2010/2011 School Year (.5 FTE) • ECS, Comprehensive School Reform
State Resources • *Summer Reading Academy* • *Reading Sufficiency Funds*	• Summer Reading Academy (grade 3) • Reading Sufficiency Funds will provide extended day and extended year activities for eligible students in grades 1-3.
Local Resources • Full Day Kindergarten (General Fund) • Full Day Pre-K (General Fund) • Alternative Education Program (Alt. Educ. Grant and General Fund)	• All students receive full day kindergarten • All students receive full day Pre-K • Alternative program for severely at-risk 5th-8th students not making adequate progress in the traditional program.
City Cares Whiz Kids	• Students identified at-risk will receive one-to-one mentoring/ tutoring one day per week from a trained Whiz Kids Volunteer.
Oakdale Baptist Church	• Donations, uniforms, school supplies, and adult classroom volunteers.
A New View Inc.	• Counseling, individual and group
Oklahoma Department of Human Services	• School Based Social Services Specialist for the 2010/2011 School Year (.5FTE DHS)
Eagle Ridge Institute	• Member of the Superintendent's Advisory Council, speaker for community engagement activities, capacity building, and working with parents to develop leaders.
Absentee Shawnee Tribe	• Immunization program, health screenings, health fair, and parent trainings.

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.

District Level Activities to Modify Policies and Procedures for Effective Implementation

The district will establish a Superintendent's Advisory Council (SAC). The Council will consist of :
- Superintendent--T. McAfee
- Principal--R. Killian
- SIG Team Members--V. Barnett, S. Battershell, G. Chapple, S. Prandy,
- Turnaround Officer--D. Rupert
- Parent(s)-- J. Jackson, D. Newcomb
- Community Involvement Expert /Preventionist/Counselor--H. Bouldin

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

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

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

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

The following policies have already been recommended for modification in July and August of 2010.

- The district will modify policies to support district efforts to **retain** students that are in need of retention.
- The district will modify policies to mandate summer school for lowest performing students.
- The district will modify policies to support **extended day/year** activities.
- The district will modify current **evaluation policies** to include **performance based incentive bonuses.**
- The district will modify current **evaluation instruments** to support the School Improvement interventions, including evaluation instruments for teachers and leaders.
- The district will modify current policies as needed to provide **operational flexibility** and **sustained support.**
- The district adopted a written policy on 5/11/10 to recruit, screen, and **select external providers.**

School Level Activities to Modify Policies and Procedures for Effective Implementation

- The district / school will create teams to address each portion of the action plans. Marzano (2003) recommends leadership is best accomplished with a team approach. A team approach distributes the leadership.
- The SIG Team will develop statements of purpose and by-laws for the team's operation.
- Teams will receive work plans for the year and will be assigned specific work products to produce.
- Each team will maintain plans, agendas, minutes, and meeting attendance using the WISE Tool.
- Professional Development will be provided on teaming practices, the WISE Tool, Edusoft Benchmark Assessment software, curriculum alignment, and Marzano's *What Works in Schools* strategies.
- The Turnaround Officer, Principal, and Superintendent will be responsible for providing timely access to information needed to complete tasks, such as student data.
- SAC Team will meet twice each month for one or more hours.
- Instructional Teams will meet twice each month for one or more hours to conduct general business and a minimum of 90 minutes per week to review student learning data and to refine instructional plans.
- Teachers that are returning to the district in 2010/2011 have signed 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. (See sample in the Appendix.)

LEA SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The LEA has in place a strategic planning process utilizing Oklahoma's WISE planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;

- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A school wide/school improvement plan includes goals and action steps that will sustain reform efforts.

Involving Stakeholders

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

Transition Plans

Crutcho School will require all new teachers to participate in professional development on the following topics to sustain reforms:
- Data analysis
- Curriculum
- Differentiated Learning / RTI
- Understanding the Community and Culture of Crutcho Elementary
- Crutcho policies and procedures
- Crutcho School will continue to provide a mentor for ALL new teachers using Title I funds. Mentors will be assigned in August, so the teachers have help in preparing for the school year.

The district/school will also establish and maintain a set aside in the budget for recruitment purposes. These funds will be used to provide "signing incentive bonuses" to assist the district/school in attracting the best candidates for teaching and leadership positions.
The district/school will continue to work and expand our partnership with the University of Central Oklahoma. UCO has agreed to place intern teachers at Crutcho Elementary beginning with the 2010/2011 school year.
Crutcho Elementary will establish a team to continue promoting the school in the community in order to maximize the opportunities for the school.

Strategic Planning Process

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

Formative and Summative Data Collection

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

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

Other Funding Sources
The district/site receives Title I, Title II, and Title IV funding. The district/site has recently partnered with Whiz Kids, Oakdale Baptist Church, Meadowood Baptist Church, and the Absentee Shawnee Tribe. These partners, coupled with federal funding will allow the district to continue many aspects of the intervention model beyond the funding period. The district/site will reallocate existing federal funds to sustain the elements of the program that positively impact student achievement. The district/site is currently working to secure funding from corporate sources and to establish a local community foundation.

Title I Part A Schoolwide/School Improvement Plan
Crutcho Elementary's Schoolwide Improvement Plan was approved by the SDE in November of 2009. The plan includes goals and action plans for:
- Improving reading student achievement scores
- Improving math student achievement scores
- Improving attendance
- Improving parental involvement
- Implementing job-embedded professional development
- Improving school climate.

These goals and action plans are congruent with the purpose and goals of the SIG Transformation Plan. The plan includes a process for:
- Assessing operations
- Developing and modifying the annual improvement plan
- Implementing the plan
- Monitoring the improvement plan
- Reassessing the operations

LEA APPLICATION FOR TIER III SCHOOLS

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

Not Applicable

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

Tier III School Action Plan: *NOT APPLICABLE*	
SMART Goals:	
2010-2011 – 2011-2012 – 2012-2013 –	
Action Plan	Timeline for Implementation
Not Applicable	
Resources Needed	

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

SCHOOL SECTION

LEAs must duplicate the School Section of this application for **each** Tier I and Tier II school to be served.

<table>
<tr>
<td colspan="2">School Name: Crutcho Elementary
Address:

2401 N. Air Depot Blvd.</td>
<td colspan="2">SIG Site Contact: Teresa McAfee
Name & Position: Superintendent

Phone#: 405-427-3771
Email Address: tmcafee@crutchoesd.org</td>
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<td colspan="2">Grade levels enrolled (SY10):
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295</td>
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Tier III _____</td>
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_____ Targeted Assistance Program
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_____ Restructuring Planning
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_____ Closure
_____ Restart
_X__ Transformation</td>
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_X___ Requested for this School

_____ Not Requested for this School</td>
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SCHOOL NEEDS ASSESSMENT

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

Longitudinal data was studied by the SIG Team in order to determine whether or not the current improvement efforts were having the desired impact. All data (discipline, student and teacher attendance, student achievement data, needs assessments, SDE Site Observation Reports, and surveys) indicated substantial improvement had been accomplished in the previous two years (See Data Summary in the Appendix). The school made AYP in 2008/09. Consultation with SDE School Support Team members and technical assistance providers support this decision. All stakeholder groups were consulted and agreed on the Transformational Model. Surveys, sign-in sheets, newsletters, and board minutes are available to document the following activities conducted by the district/site to consult with stakeholders.

- Educational Consulting Services (ECS) facilitated a Needs Assessment Survey of the Nine Essential elements on April 23, 2010. A member of the SIG Team analyzed and summarized the results.
- Members of the SIG Team met with teachers on five occasions (4/23/10, 5/3/10, 5/6/10, 5/11/10, 5/17/10) to inform and solicit input for the SIG application. (See Appendix)
- ECS facilitated input from the teaching staff in the development of the new performance-based teacher evaluation instrument on 5/6/10, 5/7/10, and 5/11/10. (See Appendix)
- Teachers were also surveyed with a Professional Development Needs Survey (4/23/10) and surveys provided by Marzano Research Laboratory (05/10/10) (See Appendix)
- Board members were notified and advised of the Superintendent's recommendation to participate in the SIG process. Each Board member received personal phone conferences to discuss the recommendations of the SIG team. The SIG Team recommendations for the intervention model and a plan overview were presented at the 05/11/10 board meeting for approval. A summer retreat was approved to provide time to "roll out the plan" in more detail on August 9-10, 2010.
- Parent(s) were surveyed regarding increased instructional time strategies via the school newsletter. Parents were also surveyed using the Marzano Parent Surveys. Parental input was solicited via newsletters and the parent portal during the month of May 2010.
- Students in grades 3-8 were also surveyed using the Marzano Student Survey.
- Official results of the Marzano surveys are expected in July 2010. SIG Team members previewed all surveys, and all comments were recorded for further review.
- Members of the SIG team met with other community stakeholders (Absentee Shawnee Tribe, WhizKids, Meadowood Baptist Church, and Oakdale Baptist Church) for program design planning. (See Appendix)

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data (5 years)	Professional Development Needs Surveys (3 years)	Attendance Data (3 years)
Literacy First Assessment Data (3 years)	Self-Assessments (certified and support staff)	Ethnicity Enrollment Summaries (5 years)
Oklahoma School Report Card Data (5 years)	Parent Surveys (newsletters)	Low-Income Data (5 years)
9 Essential Element Site Visit Observation Results from the SDE School Support Team	Marzano Research Laboratory Surveys of parents, students, teachers and administration.	Special Education Data Profile Report (3 years)
NWEA Benchmark Data	Safe and Healthy Meeting Minutes	Discipline Data (5 years)
Student Grades (Report cards)	Saturday Parent Meetings	Drop-Out Reports (5 years)
		Truancy Data (3 years)

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

Name	Title	Stakeholder Group
D. Newcomb	Superintendent's Advisory Council	Parent
D. Leach; S. McClerron	Liaison	Oakdale Church Educ. Partner
M. Bross	Director	City Cares Whiz Kids
S. Prandy	President	Crutcho Teacher Association
A. Aaron; R.Bailey	Pastor, Site Coordinator	Meadowood Baptist Church
J. Bollerjack; L. Biter	SBSS Supervisor / School Based Social Service Specialist	Department of Human Services
All Crutcho Staff	Administration, Teachers, and Staff	Crutcho Elementary
A.Jennings; B.Bell; P.Keeler	Crutcho Board Members	Local School Board
H. Bouldin	Preventionist/Counselor	Eagle Ridge Institute
Dr. B. Pink, Ph.D.	Associate Dean / College of Education and Professional Studies	University of Central OK
K. Collier	Educational Consulting Services	External Provider
K. Miller	Business Operations Coordinator	Absentee Shawnee Tribe

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

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

The SIG Team facilitated **self-assessments** of the faculty, students, and staff, **coached self-assessments** with an external provider(s) (Educational Consulting Inc, and Great Expectations) and student achievement data. The team also analyzed the data provided in the six **School Support Team Observation Reports**. These reports were based on observations by a trained team of on-site observers and interviews of certified, support, and administrative staff. Results of these observations document that improvement has occurred and were instrumental in making the decision to select the Transformation Model.

The data was reviewed to determine the prevailing practices in order to allow the team to make recommendations for improvement. Student learning data (both summative and formative) was also reviewed. The district engaged consultant(s) during this design phase and will continue to engage the consultant(s) during the implementation phases.

Data Analysis Activities:
- Educational Consulting Services facilitated a Needs Assessment Survey of the Nine Essential Elements on April 23, 2010. A member of the SIG Team analyzed and summarized the results.
- Members of the SIG Team met with teachers on five occasions (4/23/10, 5/3/10, 5/6/10, 5/11/10, 5/17/10) to inform and solicit input for the SIG application.
- Educational Consulting Services facilitated input from the teaching staff in the development of the new evaluation instrument on 5/6/10, 5/7/10, and 5/11/10.
- Teachers were also surveyed with a Professional Development Needs Survey and surveys provided by Marzano Research Laboratory. Surveys were completed in April and May of 2010.
- Board members were notified and advised of the Superintendent's recommendation to participate in the SIG process. Each Board member received personal phone conferences to discuss the recommendations of the SIG team. The SIG Team recommendations for the intervention model and plan overview were presented at the May 11, 2010 board meeting for BOE approval. A summer retreat was approved to provide time to "roll out the plan" in more detail on August 9-10, 2010.
- Parent(s) were surveyed regarding increased instructional time strategies via the school newsletter. Parents were also surveyed using the Marzano Parent Surveys. Parental input was solicited via newsletters and through the parent portal during the month of May 2010.
- Students in grades 3-8 were also surveyed using the Marzano Student Survey.
- Official results of the Marzano surveys are expected in July 2010. However, SIG Team members previewed all surveys and all comments were recorded for further review.
- Members of the SIG team met with other community stakeholders for program design planning (See sign-in sheets in the Appendix).

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.	**82% Minorities** (students), **98% Poverty Rate** (students), **49% Mobility Rate** (students), **25% Advanced Degrees** (teachers), **Average Years of Experience—11** (teachers)
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.	Process to eliminate overlaps and gaps not always implemented by teams. (Rubric score 2)
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.	Not all teachers use pre- and post-testing to identify gaps, modify units of study, and reteach as appropriate. (Rubric score 2)
Instruction: Includes the varied strategies used in the classroom, of technology, and teacher collaboration.	Instruction not always aligned with learning objectives; homework not always purposeful, with timely feedback. (Rubric score 2)
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	Positive climate, safe and respectful environment. (Rubric score 3) Not all teachers hold high academic and behavioral expectations for all students. (Rubric score 2) Not all teachers reflect on/change their professional practice. (Rubric score 2) Few teachers involve students in reporting student progress to families. (Rubric score 2)
Student, Family, and Community Support: Includes communication methods and including parents as partners.	Students have reasonable access to academic and behavioral support systems. (Rubric score 3) Parents included in school planning/activities, but participation is limited. (Rubric score 2)
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.	Planning team uses goals for student learning to plan professional development. (Rubric score 3) Peer observations are informal/infrequent. (Rubric score 2)
Leadership: Includes process for decision making, policies and procedures, and the shared vision.	Leadership sustains a shared vision. (Rubric score 3) Student performance data are used to inform instructional and professional development decisions. (Rubric score 3)
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.	Leaders allocate all staff based on learning needs of students. (Rubric score 3) Funds are aligned to school improvement plan. Leadership usually schedules programs that reinforce specific learning goals during instructional time. (Rubric score 2)
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	Leadership has established a collaborative process to review the school mission, vision, and goals. (Rubric score 3) School planning team has established action steps, resources, timelines, and persons responsible to meet improvement goals. (Rubric score 3) Staff does not regularly review progress.(Rubric score 2)

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.

Crutcho chose the transformational model in consultation with SDE staff and technical assistance from an outside consultant, Collier Educational Consulting dba Educational Consulting service (ECS).   Members of the SIG Team discussed the application and the four available models. This information was shared with all school certified and support staff. Members of the BOE and parents were also contacted individually to discuss models and recommendations. On May 11, 2010 a comprehensive presentation was made to the BOE and community members for discussion and input. Based on the following information, the district selected the Transformation Model.

A school improvement plan was designed and implemented in November of 2008. In the spring of 2009, 49% of all students scored satisfactorily on the math OCCT and 53% of all students scores satisfactorily or better on the reading OCCT. The school achieved adequate yearly progress in both reading and math. The school improvement plan included working with ECS consultant K. Collier and Great Expectations Consultant B. Flurry to provide high quality job-embedded professional development. The primary focus for the school improvement plan included implementing research based instructional strategies based on *What Works in Schools* by Robert Marzano.

Increased instructional time was provided for faculty and students. Three hours were added each week, Tuesday through Thursday after school, for a total of three additional hours each week for the most at-risk students. Students were not required to attend, but were strongly encouraged. Teachers participated in a four day summer curriculum alignment and pacing academy and follow-up meeting on a Saturday.

The success of the improvement plan and a comprehensive review of available data led the team to determine that success is imminent if we "stay the course" and increase the intensity and rigor of our work.   The SIG Team has completed a further analysis of the twenty nine rapid change indicators using the WISE tool. In order to achieve RAPID growth, the district/site will dramatically intensify the implementation of research based strategies including increased learning time, differentiated instruction, student supports, curriculum alignment, and additional time for collaboration. Further, the district/school will provide organizational structures and flexibility to ensure barriers are removed that would impede the school's progress. This will include changes in governance structure, human capital, and practice in order to effect rapid and substantial improvement.

SCHOOL SMART GOALS

Complete the charts below by providing three-year SMART Goals in Reading/Language Arts, Mathematics, and Graduation Rate, if applicable for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2010/2011: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2009/2010 academic year and an additional 25% for the 2010/2011 academic year. The API reading score for students in the All Students subgroup will increase from 416 to 520 in the 2009/2010 academic year and increase from 520 to 650 in the 2010/2011 academic year.
Goal for 2011/2012: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2011/2012 academic year. The API reading score for students in the All Students subgroup will increase from 650 to 813 in the 2011/2012 academic year.
Goal for 2012/2013: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2012/2013 academic year. The API reading score for students in the All Students subgroup will increase from 813 to 1016 in the 2012/2013 academic year.
Rationale: A 25% increase in both reading and mathematics API each year will allow Crutcho to attain the statewide performance targets in 2013.

SMART Mathematics Goals
Goal for 2010/2011: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in math as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2009/2010 academic year and an additional 25% for the 2010/2011 academic year. The API mathematics score for students in the All Students subgroup will increase from 481 to 601 in the 2009/2010 academic year and will increase from 601 to 751 in the 2010/2011academic year.
Goal for 2011/2012: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in math as measured by the Oklahoma Core Curriculum Test will increase by 25% for 2011/2012 academic year. The API mathematics score for students in the All Students subgroup will increase from 751 to 939 in the 2011/2012 academic year.
Goal for 2012/2013: The percentage of all students in grades 3-8 at Crutcho Elementary who score satisfactory or above in math as measured by the Oklahoma Core Curriculum Test will increase by 25% for the 2012/2013 academic year. The API mathematics score for students in the All Students subgroup will increase from 939 to 1174 in the 2012/2013 academic year.
Rationale: A 25% increase in both reading and mathematics API each year will allow Crutcho to attain the statewide performance targets in 2013.

SMART Graduation Rate Goals
Goal for 2010-2011: NOT APPLICABLE
Goal for 2011-2012: NOT APPLICABLE
Goal for 2012-2013: NOT APPLICABLE
Rationale:

SCHOOL ACTION PLAN

For each Tier I and Tier II school, complete a three-year action plan for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

Name of School: Not Applicable		Tier:
Turnaround Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**
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.		
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.		

Name of School: Not Applicable		Tier:
Turnaround Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline f Implementat**
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. 1. 2. 3. 4.		

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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 district/school replaced the principal in July of 2009. The principal, Mr. Killian, was selected based on his training. Mr. Killian has 30 years experience in education, with 25 years experience teaching advanced mathematics in Norman Public schools. He has been an active participant in the school improvement process at Crutcho Elementary. He has played an active role in data disaggregation, planning, and implementation of all aspects of the improvement plan. He has strong curriculum knowledge, a Master's Degree in administration, and was a National Board Certified teacher when he was in the classroom. **Additional information is available upon request.**	July 2009	Teresa McAfee, Superintendent Crutcho BOE
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth (as defined in this notice) as a significant factor as well	**Teacher Evaluation System** The district is using Educational Consulting Service to provide training on the creation and development of a Teacher Evaluation Instrument (TEI) that will use teacher performance data and student growth projections to determine effectiveness. This data will be used for	Teacher Evaluation Instrument – (See schedule in the Appendices)	Kim Collier, Educational Consulting Service, Executive Director and External Provider Teresa McAfee, Superintendent

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement.	diagnosis to identify individual teacher strengths and weaknesses and determine data-driven decisions about teacher practice and instruction and will be implemented during the 2010/2011 school year. Initial on-site overview of the Teacher Effectiveness Instrument (TEI) and input from all teachers (grades PK-3rd) and administration was conducted. Research-based practice using Charlotte Danielson's *A Framework for Teaching*, and Marzano's *What Works*, along with the previous evaluation instrument currently being used, TAS, was reviewed and discussed to introduce creating a performance-based Teacher Evaluation Instrument (TEI). Initial on-site overview of the Teacher Effectiveness Instrument (TEI) and input from all teachers (grades 4th-8th) and administration was conducted. Research-based practice using Charlotte Danielson's *A Framework for Teaching*, and Marzano's *What Works*, along with the previous evaluation instrument currently being used, TAS, was reviewed and discussed to introduce creating a performance-based Teacher Evaluation Instrument (TEI).	May 6, 2010 May 7, 2010	Robert Killian, Principal Stephanie Prandy, Union President Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer All PK-3rd grade Crutcho faculty Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, principal Donna Rupert, Turnaround Officer All 4th-8th grade Crutcho faculty

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the new teacher performance rubric beginning in fall of 2010. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The SIG team has reviewed performance based teacher evaluation instruments, including the research of Charlotte Danielson. The final rubric will include indicators in each domain that will be provided to each teacher. Currently, the rubric will be divided into four domains and four numerical levels. The lowest performance level (1) will indicate unsatisfactory teacher performance. The highest performance level (4) will define the most effective and productive teachers who are results oriented.	August 9-10, 2010 Implementation will begin August 17, 2010	Kim Collier, ESC Executive Director and External Provider, Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Stephanie Prandy, Teacher Union President Susan Battershell, teacher Gale Chapple, teacher
	Final review will be conducted in August 2010 for approval by all teachers, SIG Team, and the Union President. Upon approval of the performance-based rubric for teacher effectiveness by the board, union president, and administration, teachers will meet with their principal, External Provider (ECS), and the Turnaround Officer as needed to discuss the rubric,	August 2010	Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, principal Donna Rupert,

	LEA Design and Implementation of the Intervention Model		
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)**
	domains, and performance levels in relation to individual teacher performance and any additional revisions needed. For teachers who do not meet or exceed the SMART Goals growth projection and state expectations, the principal will clearly communicate expectations to those teachers and hold them accountable if expectations are not met. This will be accomplished through documentation, communication of evaluation results, and providing a plan of improvement prior to considering exiting those teachers.	Teacher evaluation dates will be determined by the principal and communicated with teachers. Walkthroughs by the principal, External Provider, Turnaround Officer, and WISE Coach will be Ongoing throughout the year, as well as Instructional Rounds to determine teacher effectiveness. (See schedule in Appendices) OCCT data disaggregation – August 9-10, 2010,	Turnaround Officer Crutcho Faculty Crutcho BOE Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer

Name of School: CRUTCHO ELEMENTARY   Tier: I

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
		July 2011 July 2012	
	Training will be provided annually (aligned to the performance data) to monitor the effective use of data and to determine interventions, student growth, and effective instructional practice by teachers and administrators.	August 2010 August 2011 August 2012	Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer
	Principal's Evaluation System Crutcho will create and implement a principal evaluation tool for the 2010/2011 school year. This performance based tool will provide administration with a process for determining effective leadership. The research used for this process is the *North Carolina School Executive: Principal Evaluation Process* (Mid-continent Research for Education and Learning – McREL; Public Schools of North Carolina State Board of Education, 2008) and *School Turnaround Leaders: Competencies for Success* (Public Impact, 2008).	August 9-10, 2010 September 21, 2010	Kim Collier, ECS Executive Director and External Provider Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer

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)
	The district/school will implement a new performance based school Leadership Evaluation Instrument (LEI) in the 2010/2011 school year. Leadership will be evaluated annually to determine effectiveness. The evaluation will includes a rubric model to determine effectiveness in the following areas: 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 Evaluation)	August 9-10, 2010 Initial evaluation with the new LEI tool will be conducted in November 2010 Second evaluation with the new LEI tool will be conducted in February 2011.	Teresa McAfee, Superintendent Crutcho BOE

Name of School: CRUTCHO ELEMENTARY   **Tier: I**

Name of School: CRUTCHO ELEMENTARY		Tier: I	
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	5. Managerial Leadership (School Resources and Budget, Conflict Management and Resolution, Systematic Communication, School Expectations for Students and Staff) 6. External Development Leadership (Parent and Community Involvement and Outreach) 7. Micro-political Leadership (School Executive Micro-political Leadership) Principals will also be held to a set of performance standards that will include ensuring that their school is performing at expected achievement levels. These standards will be clearly communicated to all leaders at the beginning of their term and reinforced as needed. An effective leader will be expected to show a school value-added score that meets or exceeds a specified minimum score each year as well as meeting Federal AYP (Annual Yearly Progress) standards for graduation rates, student test scores, and attendance. They will also be required to have a score on their performance rubric evaluation that meets or exceeds district standards. Developing leaders will be permitted to achieve at a slightly lower standard in their first year, but will be expected to reach the district standard of effectiveness in the following year. Leaders who do not attain these		

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations. **Additional information is available upon request.**		
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.	All teachers will give benchmark assessments at the beginning and at the end of each school year. **Individual Merit Pay Component** If 90% of FAY students in a teacher's class show mastery (75% correct) of the district benchmarks, the teacher will receive a $2,500 stipend. This is the individual component of merit pay. The individual component will be awarded annually in June. Benchmark assessments will be developed for each classroom during the summer and fall of 2010, using Edusoft. The Edusoft program has been purchased and is in the process of being launched at this time.	May 2010 Planning June 2010 SIG Review June 2011 June 2012 June 2013 July-September 2010	SIG Team Crutcho BOE Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Kim Collier ECS Certified Staff

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Team Merit Pay Component All teachers will receive merit pay based on increases in school-wide API scores as follows: $1,000 stipend for 10 - 14% gain, $1,500 stipend for 15 - 19% gain, $2,000 stipend for 20 - 24% gain, $2,500 stipend for 25% or better gain This is the team component of merit pay. As part of the team, the principal will be awarded a stipend based on the teacher award as follows: Principal 1.5 x teacher award. Example: If the teachers receive a $1,000 award, the principal would receive $2,000. Awards will be made in the fall after the district receives OCCT data and district/site report **Justification for Administrative Merit Pay Component** The principal will be working directly with all certified teachers, paraprofessional staff, ECS, and the SIG team to implement all aspects of the transformation.	October 2011 October 2012 October 2013	SIG Team Crutcho BOE

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Monitoring - All members of the SIG Team will meet to review API data annually and to determine awards. Documentation, including sign-in sheets, API reports, expenditure reports, and agendas will be maintained for program fidelity purposes. Sustainability – The district BOE is currently working to establish a non-profit foundation and to secure corporate sponsorship. The management of the foundation is currently under BOE review and will be a regular item on the board agenda until the foundation can be established. Susan Newkham, founder of Little Axe Foundation, and Joe Work, former Little Axe Superintendent, are assisting with the process. Every effort will be made to secure adequate funding to continue providing merit pay awards beyond the funding period. **Additional information is available upon request.**		

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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 (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Crutcho School will be using Educational Consulting Service as the external provider and the Effective Schools model toward comprehensive reform in order to provide professional development aligned with formative and summative data, including the state data (OCCT) and district benchmarks, the WISE Planning Tool, and Oklahoma Nine Essential Elements and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided in-house by Crutcho faculty members.		Kim Collier, Educational Consulting Service Executive Director Lisa Payne, Educational Consulting Service Consultant Kim Dawson, Educational Consulting Service Consultant Crutcho faculty
	In order to determine professional development needed and aligned with the LEA's comprehensive school plan, four elements were used. All faculty members completed the Nine Essential Elements Needs Assessment and Annual Professional Development Survey in April 2010. The WISE Online Needs Assessment was administered to the Crutcho SIG Team. Data from the six site visits (2008-2010) by the School Improvement Plan Support Team Members was also utilized. A compilation of all of this information will drive the specific areas of need for improving effective	April 2010 May 13, 2010 2008/2009 2009/2010	Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer SIG Team

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	teaching and student learning and job-embedded professional development. **Effective Schools Model** The Effective Schools model meets the most rigorous standards of the continuum of evidence of effectiveness set by the USDE. Since its inception in the mid-1970s, with studies from Dr. Ron Edmonds, there have been numerous studies conducted to evaluate the effectiveness of the Effective Schools model: Dr. Barbara Taylor and P. Bullard, The Revolution Revisited; D. Levine & Larry Lezotte, Unusually Effective Schools, 1990, Revised July, 2000.The Northwest Regional Educational Laboratory and The National Clearinghouse for Comprehensive Reform have reported additional studies as well. The Effective Schools process is rooted in seven basic correlates of effectiveness: A Clear and Focused Mission; Instructional Leadership; Maximize Learning Opportunities; High Expectations for All Students; Frequent Monitoring of Student Progress; A Safe and Orderly Environment; Positive Communication – School, Home, and Community. These correlates will be interwoven throughout all professional development.	Ongoing Professional Development 2010-2013	Kim Collier, Educational Consulting Service Executive Director Lisa Payne, Educational Consulting Service Consultant Kim Dawson, Educational Consulting Service Consultant

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Data Disaggregation and Analysis will be focused on increased student achievement, progress monitoring, school analysis, and data collection. Participants will analyze OCCT/EOI data and identify all subgroups, gender gaps, FAY/NFAY students for progress monitoring, determine targets for improvement and timelines for gaps. Results will be validated with educational research to improve student academic performance. Teachers will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. Administration and teachers will conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009). ECS will use a Train the Trainers Model the third year of the grant. ECS will provide support and guidance while the Instructional Specialist will continue sustainability by conducting the New Teacher OCCT Disaggregation training sessions.	August 3, 2010 – OCCT Data Disaggregation with New Teacher(s) August 9, 2010, and August 10, 2010 – OCCT Data Disaggregation Crutcho Retreat with all teachers and administration August 2011 August 2012	External Providers Kim Collier, Educational Consulting Service, Executive Director Instructional Facilitator (TBN) Data and Technology Integration Coach (TBN) External Providers Kim Collier, Educational Consulting Service, Executive Director Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer, Instructional Facilitator (TBN) Crutcho faculty

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	Participants will also analyze data from multiple sources (WISE Needs Assessment, District Benchmark data, Literacy First, attendance, suspensions, etc.) to determine needs for teacher instruction and student learning. Furthermore, participants will continue to analyze data for progress monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement.	April 15, 2011 April 20, 2012 April 19, 2013	Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN) Data and Technology Integration Coach (TBN)	
	Classroom formative assessments will be utilized and analyzed to give teachers feedback about students' understanding of the material presented and to determine what adjustments to instruction are needed to improve students' understanding. (The National Center for Fair and Open Testing, 2007).	Administer and analyze district benchmark data in reading and math for students in grades PK-8. **Pre-tests for Reading and Math**/August 30-31, 2010; August 29-30, 2011; August 29-30, 2012. **First District Benchmarks tests**	Data and Technology Integration Coach (TBN) Instructional Facilitator (TBN) Donna Rupert, Turnaround Officer External Providers Kim Collier, Executive Director, Kim Dawson, ECS Consultant, Lisa Payne, ECS Consultant Crutcho faculty	

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		for Reading and Math PK-8th/ October 18-19, 2010; October 17-18, 2011; October 15-16, 2012. . **Second District Benchmark tests for Reading and Math PK-8th/** December 13-14, 2010; December 19-20, 2011; December 17-18, 2012. **Third District Benchmark tests for Reading and Math PK-8th/** March 7-8, 2010; March 8-9, 2011; March 4-5, 2012	

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	Coaching In addition to the Effective Schools model, the value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools' staff members build community. In addition, the scientifically based research of Dr. Bruce Joyce and Dr. Beverly Showers provided a meta-analysis of professional development work and its implementation in the classroom. Their research shows that without coaching and feedback in the classroom very little PD learning translates into classroom application. However with coaching and feedback on site, implementation of professional development learning increases to 80%. Coaching aligns with the district's focus for system wide school improvement and transformation: district redesign, leadership, opportunity and accountability, and community-centered education reform. Effective		

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	coaches and coaching structures build instructional leadership capacity with application of what is known about adult learning and change theory. Coaching supports the systemic improvement efforts of the district and provides differentiated, targeted supports. Furthermore, instructional coaching is grounded in current research and knowledge of leadership as "professional communities of practice" (Miller, 1995). Coaching is more effective when it is customized to needs identified by teachers and when their approach to learning is collaborative and inquiry-based (Darling-Hammond and McLaughlin, 1995). Finally, the principles of this coaching model are grounded in research on effective professional development and professional learning communities. In many cases, the impact of coaching goes beyond improving content instruction. The conditions, behaviors, and instructional strategies required by the coaching program can affect the culture of a school, embedding instructional change to improve school-based culture and conditions (Neufeld and Roper, 2003). Over the past three years, ECS has provided approximately one day per month professional development at Crutcho. In order to support the	**Two Days Weekly on-site Coaching in the classrooms:**	External Provider Kim Collier, Educational Consulting

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	Transformation Model and have a dramatic and intensive effect on improvement for Crutcho School, ECS will implement a coaching and professional development model and provide **weekly** on-site coaches to assist teachers and administrators by modeling best practices and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with teachers and administrators. Coaching in the classroom promotes job-embedded learning, which is described by Wood & McQuarrie (1999) as "one of the most promising new approaches to professional growth in education". Coaching provides ongoing, sustainable support to teachers. Also, Coaching occurs in a large frame that includes the components of long-term excellent performance, self-correction, and self-generation (Flaherty, 1999) which builds capacity and leads to sustainability. This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the Teacher Evaluation Instrument (TEI). This model will involve regular observations, debriefing sessions, and long-term development. Coaching visits will take place two days a week the first	**2010-2011** August 24, 26, and 31, 2010; September 7,9,14,16,21,23,28, 30, 2010; October 5,7,12,14,26,28, 2010; November 2,4,9,11,16,18,30, 2010; December 2,7,9,14,16,2010; January 4,6,11,13, 18,20,25,27,2011; February1,3,8,10, 15,22,24, 2011; March1,3,8,19,22, 24,29,31, 2011; April 5,6, 2011; **One Day Weekly on-site Coaching in the classrooms: 2011-2012** August 30, 2011; September 6,13,20,27, 2011; October 4,11,18,25,	Service, Executive Director Lisa Payne, ECS Consultant Kim Dawson, ECS Coach Instructional Facilitator (TBN)

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	year of the grant (2010/2011), one day a week the second year of the grant (2011/2012), and one day a month through a Train the Trainer model working with the Instructional Specialist to build capacity and sustainability upon completion of the grant (2012/2013). An important component of this coaching model is for the coaches to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determine if instruction is provided to the whole class or small groups. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught; formative and summative assessments; activities, materials, and resources used; how students respond to the new skills and content matter; and if differentiation is utilized in lesson delivery. Video recordings and the Pan Tilt Zoom cameras will be used to promote reflective thinking, best practices, and communication between coaches, teachers, and mentor teachers. These video recordings may also be used for training new teachers and building a professional development library. Another important component of this model is the focus on the use of data in order to	2011; November 1,8,15,21,29,2011; December 6,13,2011; January 10,17,24,31,2012; February 7,14,21,28,2012; March 6,13,27,2012; April 3,10,2012; **One Day Train the Trainer Coaching Monthly on-site Coaching:** August 28, 2012; September 18, 2012; October 29, 2012; November 27, 2012; December 18, 2012; January 29, 2013; February 26, 2013; March 26, 2013; April 9, 2013	

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	meet the learning needs of all students and improve effective classroom instruction. Weekly debriefing meetings focused on strategies to observe during walkthroughs with administration will be continued as well. A Train the Trainers model will be implemented with the Instructional Facilitator and mentor teachers to provide continued sustainability with the coaching process. Ruby Payne's research based *Discipline Strategies for the Classroom/Working with Students* (Payne, 2006), and *A Framework for Understanding Poverty* (Payne, 1998) will also be implemented through the coaching model. Five areas will be monitored for coaching and mentoring: Discipline and Classroom Management, Mutual Respect, General (student engagement, feedback, time on task, procedures, etc.), Instruction (using mental models, standard focused lesson, guided practice, self-evaluation, students work collaboratively with teacher and peers, etc.), and Differentiated Instructional Strategies (adapted from *Understanding a Framework for Poverty*, Payne, 2004). The comprehensive approach of this technical assistance addresses the following elements of effective school improvement: (a) improved assessment techniques, (b) focused professional development, (c) enhanced		

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	classroom instruction, and (d) instructional leadership development. Furthermore, technical assistance and professional development will be data driven and based on OCCT and district benchmark results, additional school and teacher data, surveys, and the School Improvement Plan (SIP) – all aligned with the Oklahoma State Department of Education's WISE Rapid Indicators and Oklahoma Nine Essential Elements. Finally, the concept of coaching is consistent with the following National Staff Development Council (NSDC, 2001) standards: 1. Organizes adults into learning communities whose goals are aligned with those of the school and district. 2. Requires skillful school and district leaders who guide continuous instructional improvement. 3. Requires resources to support adult learning and collaboration. 4. Applies knowledge about human learning and change. 5. Provides educators with the knowledge and skills to collaborate.		

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	ECS Executive Director, Kim Collier, will provide additional coaching, mentoring and leadership development for the principal, aligned with the Leadership Evaluation Instrument, walkthroughs, and needs assessment. Research currently being used is the North Carolina School Executive: Principal Evaluation Process (Mid-continent Research for Education and Learning – McREL; Public Schools of North Carolina State Board of Education, 2008) and School Turnaround Leaders: Competencies for Success by Public Impact.	June 23,24, 2010 – Teacher Evaluation Instrument and Leadership Evaluation Instrument Leadership Coaching and Mentoring for the principal with the Teacher Evaluation Instrument (TEI), Leadership Evaluation Tool, and Walkthroughs – September 3,24, 2010;October 1,15,29,2010; November 12,19,2010; December 10, 2010;February 18, 2011; Data Analysis -July 20,21,2011;	External Provider Kim Collier, Executive Director ECS Teresa McAfee, Superintendent Robert Killian, Principal

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		Leadership Building- September 23, 2011,October 20, 2011, February 17, 2012, Data Analysis – July 25,26, 2012, Leadership Building – September 21, 2012,February 22, 2013	
	Instructional Rounds ECS will also implement "Instructional Rounds" to enhance teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers. During these instructional rounds, small groups of teachers make brief observations of their fellow teachers. These observations are longer than typical "walkthroughs" and shorter than an entire class period. During the rounds, groups of teachers will conduct as many observations of classrooms as possible within part of a day, and then discuss their experiences later in the day. These instructional rounds are usually not used to provide	Instructional Rounds 2010-2011 2 days per semester Instructional Rounds 2011-2012 2 days per semester Instructional Rounds 2012-2013 2 days per semester	External Provider Kim Collier, Educational Consulting Service Executive Director Donna Rupert, Turnaround Officer Instructional Facilitator (TBN) Lead Teachers

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	feedback to the teacher being observed, although it is an option. The primary purpose is for the teachers making the observations to compare their practices with those observed in the classrooms. It is the discussion at the end of the rounds and self-reflection by the observing teachers that is the benefit for improvement. Furthermore, every teacher will participate in instructional rounds at least once per semester (Fall and Spring). In addition, rounds will be facilitated by the Instructional Specialist (to be hired) or lead teachers to build sustainability.		
	WISE Training Additional professional development will be Ongoing in order to create and revise the WISE School Improvement Plan. WISE Needs Assessment and Rapid indicators are aligned with the Oklahoma Nine Essentials.	July 2010 and as Determined by OSDE	OSDE Team SIG Team Donna Rupert, Turnaround Officer External Provider Kim Collier, Executive Director, ECS
	Curriculum Alignment and Mapping Continued professional development will be provided for curriculum alignment and mapping as indicated on	June 23,24,28,29,30,	External Provider Kim Collier, Executive

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	the WISE Needs Assessment. (Process to eliminate overlaps and gaps not always implemented by teams – Rubric score 2; Not all teachers use pre- and post-testing to identify gaps, modify units of study, and reteach as appropriate-Rubric score 2) using research by Heidi Hayes Jacob. In addition, alignment of the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources will be provided. In 2010/2011, Reading pacing calendars and Reading and Math curriculum maps will be developed. In 2011/2012, Science pacing calendars and curriculum maps will be developed. In the final year of the grant, 2012/2013, Social Studies pacing calendars and curriculum maps will be developed. Teachers will continue the instructional planning and alignment process to close gaps and increase teacher instructional effectiveness and student learning. The Curriculum Alignment and Instructional Planning process has proven to be a key strategy in creating high achieving classrooms. Teachers and administrator will develop an in-depth understanding of the alignment process: what it means, why it is important for all students, what it	2010-Write Math Curriculum and create Reading Pacing Calendars; New Teacher Training for Mapping-August 3, 2010;January 3, 2011; June 27,28,29,30,2011-Write Science Curriculum; June 25,26,27,28,2012-Write Social Studies Curriculum; June 24,25,26,27,2013-Revise Curriculum Pacing Calendars and Maps aligned with OCCT data	Director ECS Lisa Payne, ECS Consultant Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBA)

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	looks like in schools and in individual classrooms. Furthermore, teachers will: 1. Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources. 2. Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices. 3. Align the instructional delivery system within the school and classroom to meet individual learning needs of all students. 4. Align curriculum with existing standards, benchmarks and assessments. 5. Align instructional practices in the classroom to be standards-based, incorporate higher-order thinking, and to meet the unique learning needs of each and every student. 6. Align reading and math standards (PASS) and the National Core standards to create curriculum pacing calendars and maps. 7. Align science standards (PASS) to create curriculum pacing calendars and maps. 8. Align social studies standards (PASS) and		

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	objectives to create curriculum pacing calendars and maps. **Differentiated Instructional** professional development will also be provided using research and best practice by Marzano and Carol Ann Tomlinson with scientifically research based reading and math instructional strategies. Administrators and teachers will understand that differentiation provides a structure of fluid and flexible tiers to challenge students at the appropriate level of instruction. It involves responsive teaching and scaffolding students' learning and may include cooperative groupings, using tiered assignments and alternative assessments, such as rubrics and individualized assessment progress monitoring (Student Individualized Assessment Plan /S-IAP). Curriculum standards tell us what to teach, but differentiation guides us in how to teach in order to meet the needs of all learners (Tomlinson, 2001). Strategies for differentiated instruction will also be provided to assist teachers with their performance based evaluation assessment and individual professional growth plans.	Dates listed above for the coaching process have been indicated. Additional professional development will be provided. August 3, 2010 – New Teacher training; October 21, 2010; August 12, 2011 – New Teacher training; August 10, 2012 – New Teacher Training; Differentiated Instruction training will also be provided during the five day academies (dates listed above).	External Provider Kim Collier, Executive Director ECS Lisa Payne, ECS Consultant Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN)

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	Teachers will be provided with scientifically based reading research (SBRR) interventions to facilitate differentiated instruction in reading and will continue to improve reading with all subgroups and in all content areas. The comprehensive research provided by Almasi (2005), Kamil (2004), Pressley (2002), Guthrie (2004), Mastroprieri and Scruggs (1997) and Pearson & Fielding (1991), show several conclusions for effective comprehension instruction and learning. First, teachers will understand reading comprehension involves active thinking. Second, teachers need to move away from assessing student recitation to improving student recitation proficiency. Development of transferable strategies that promote independent use of effective thinking while reading needs to be emphasized more. Third, teachers need to understand that strategy learning takes time. Fourth, there were only a handful of strategies that seemed apparently central to improved school comprehensions: *Activating Prior Knowledge, Summarizing, Story Grammar Framework, Imagery, Question Generating, and Thinking Aloud*. Fifth, Almasi and her colleagues (2005) found that successful comprehension strategy instruction involved teaching students a variety of strategies rather than treating the strategies as an isolated skill; therefore, teachers will	Scientifically based reading research interventions will be provided using the Coaching Model (dates listed above) and during the five day academies (dates listed above)	External Provider Kim Collier, Executive Director ECS Lisa Payne, ECS Consultant Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN)

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	receive coaching, modeling, and mentoring with the identified strategies and also areas identified by reading scores on the OCCT, district benchmarks, and additional formative assessments. Strategies for differentiated instruction will also be provided to assist teachers with their performance based evaluation assessment and individual professional growth plans. **ELL Professional Development** During the first year of the School Improvement Grant, eight sessions will be provided by the External Provider, Lisa Payne, ECS consultant and SIOP Trainer and ELL Specialist. Topics for sessions will include: 1) Lesson Preparation 2) Building Background 3) Comprehensible Input 4) Strategies 5) Interaction 6) Practice/Application 7) Lesson Delivery 8) Review/Assessment	**SIOP Lesson Preparation** – September 7, 2010; **SIOP Building Background** – September 28, 2010; **SIOP Comprehensible Input** – October 26, 2010;**SIOP Strategies** – November 16, 2010;**SIOP Interaction** - December 7,	External Provider Lisa Payne, ECS Consultant and SIOP Trainer/Coach, Instructional Facilitator (Susan Battershell, Crutcho ELL Specialist

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	Ms. Payne will conduct the trainings and work with the Crutcho ELL Specialist through a Train the Trainer Model. Job-embedded staff development will be provided for improving English Language Learner strategies using the SIOP model.	2010;**SIOP Practice/ Application** – January 11, 2011;**SIOP Lesson/Delivery**-February 1, 2011;**SIOP Review/ Assessment**-March 1, 2011	
	Year two and three will have a new teacher SIOP Model professional development workshop, Ongoing coaching and modeling from the ECS SIOP Trainer in the classroom, and additional training provided by the ELL specialist in order to build capacity and sustain improved teacher instruction with ELL strategies and close achievement gaps with ELL learners. The SIOP is utilized both as an observation instrument for researchers and teachers to match the	New Teacher SIOP Training –August 12, 2011 New Teacher SIOP Training-August 10, 2012 (ECS coaching dates are listed above)	External Provider Lisa Payne, ECS Consultant and SIOP Trainer/Coach, Instructional Facilitator Susan Battershell, Crutcho ELL Specialist

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	implementation of lesson delivery to the model of instruction and as a tool for teachers to plan and deliver lessons. Furthermore, this model will be analyzed to determine overall teacher change and significant development in specific areas of instructional practice. Finally, after several years of field-testing and refining the SIOP, a study was conducted (Echevarria, Garino & Rueda, 1997) to establish the validity and reliability of the instrument. The findings of the study indicated that the SIOP was confirmed to be a highly reliable and valid measure of sheltered instruction. Specifically, the Sheltered Instruction Observation Protocol provides concrete examples of the features of sheltered instruction that can enhance and expand teachers' instructional practice. The protocol is composed of 30 items grouped into 3 main sections: Preparation, Instruction, and Review/Assessment. The six items under Preparation examine the lesson planning process, including the language and content objectives, the use of supplementary materials, and the meaningfulness of the activities. Instruction is		

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	subdivided into six smaller categories: Building background, Comprehensible input, Strategies, Interaction, Practice/application, and Lesson delivery. The 20 items in these six categories emphasize the instructional practices that are critical for English language learners, such as making connections with students' background experiences and prior learning, adjusting teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials. **Building Professional Learning Communities (PLC's)** will be composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort. Furthermore, in the PLC, collaboration represents a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. External Provider, ECS, Kim	Leadership building through Collaborative Teams (PLC's) - December 10, 2010 February 17, 2012 September 21, 2012 PLC development and coaching – January 7, 2011	External Provider Kim Collier, Executive Director ECS Lisa Payne, ECS Consultant Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN)

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	Collier, will meet with PLC's monthly throughout the years of the grant to train teams in collective inquiry for best practices in teaching and learning, to encourage members to be action oriented, to gather evidence of current levels of student learning and be committed to continuous improvement. Furthermore, the External provider will encourage members of the PLC's to become focused on results which leads the team to develop and pursue measurable improvement goals that are aligned with school goals for learning. This model is based on the research of Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, 2006, and will focus on the following: Building a Culture of Collaboration; Embed Collaboration; Create time to Collaborate; Focus on Learning Questions; Generate Products; Establish Norms; Use SMART Goals; and Provide Relevant Information – best practice. Furthermore, a Train the Trainer model will support the final year of the grant working with lead teachers to build sustainability and Ongoing practice. In addition to the Professional Development offerings throughout the year and the PLC team meetings and planning sessions, the External Provider will design (with the superintendent, principal, and Turnaround	January 21, 2011 February 14, 2011 March 4, 2011 March 25, 2011 April 1, 2011 September 23, 2011 October 20, 2011 February 17, 2012 September 21, 2012 November 9, 2012 December 7, 2012 January 17, 2013 February 8, 2013 Five Day Teacher Academies – August 4,5,6,9,10, 2010; August 4,5,8,9,10, 2011; August 2,3,6,7,8, 2012	External Provider Kim Collier, Educational Consulting Service, Executive Director Lisa Payne, Educational

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	Officer) and conduct a five day summer academy each year for the administration and teachers of Crutcho School to provide transformation principles and help them implement the model to fidelity. These Academies will focus on the following: Day 1 – Overview of the Transformation Model, Expectations and the WISE Needs Assessment Day 2 – Teacher Evaluation Instrument Day 3 – Teacher Portfolios Day 4 - Student Assessments and Design Day 5 – OCCT Data Disaggregation The External Provider and Crutcho administration will provide an annual New Teacher Orientation Academy for new teachers joining the school to immerse them in the Transformation principles, the change process, and to familiarize them with the ongoing practices and procedures of the School Improvement Grant. New teachers will learn how to disaggregate data, become familiar with the curriculum mapping process, school culture, and expectations. **Additional information is available upon request.**		New Teacher Orientation Academy/August 9,10,11, 2010; August 11,12,15,16,17, 2011; August 9,10,13,14,15,2012	Consulting Service Consultant Kim Dawson, Educational Consulting Service Consultant Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN) Crutcho faculty

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5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	**Financial Incentives** The district/school will set aside a minimum of $5,000 annually to be used to recruit highly qualified staff. Signing bonuses will start at $1,000. Amounts will be adjusted based on the number of staff needed as well as the availability of the specific staff needed for the year.	July 2010 July 2011 July 2012 July 2013	Teresa McAfee Superintendent Crutcho BOE
	Career Growth The district/school will implement a Train the Trainers Model in order to provide opportunities for growth.	January 2011	SIG Team Kim Collier, Director Kim Collier, ECS
	The district/school will improve the staff evaluation systems in order to provide teachers with positive reinforcement and validation of the teacher.	July/August 2010 Review Annually	Teresa McAfee, Superintendent SIG Team BOE
	ECS will provide coaching for all district evaluators to improve identification of effective teaching strategies and feedback to improve teaching.	May – August 2010	Teresa McAfee, Superintendent SIG Team BOE Kim Collier, Director Kim Collier, ECS
	The district/school will implement a performance-based incentive program for certified staff.	August 2011 August 2012	Teresa McAfee, Superintendent

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	Incentive bonuses will be awarded annually for returning teachers based on student achievement and teacher evaluations. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Crutcho the following year. The district will seek corporate sponsorship of bonuses before the funding period ends.	August 2013	Robert Killian, Principal SIG Team
	The district will provide the latest technology for teachers (interactive white boards, laptops, projectors) to provide Ongoing opportunities for professional growth and to allow for increased student engagement. Teacher laptops Interactive white boards Projectors	July 2010 – January 2011	Homer Smith Crutcho IT Dept. Teresa McAfee, Superintendent
	Audio/visual sound system Student laptops	October 2010 August 2011	Homer Smith Crutcho IT Dept. Teresa McAfee, Superintendent
	Monitoring – An inventory of all technology equipment will be maintained annually in compliance with federal regulations.	Annually in June	Robert Killian, Principal Homer Smith, IT

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	Sustainability – General funds will be set aside annually for hiring incentive bonuses in the amount of $5,000. In the event additional funds are required or funding is not available, the district will apply for funding from the Crutcho School / Community Foundation. **Additional information is available upon request.**	July 2010	Teresa McAfee, Superintendent Robert Killian, Principal

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.	Crutcho will continue to use ECS to facilitate vertical and horizontal alignment of curriculum and to identify instructional gaps using OCCT reading /math results and Priority Academic Student Skills (P.A.S.S.). All teachers will be trained to disaggregate data, align curriculum, identify gaps, and to write effective curriculum.
	
	Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps and pacing calendars to design a comprehensive curriculum that is based on Oklahoma P.A.S.S. objectives. All instruction will be embedded in this concept.
		Annually:
		  June 2010
		  June 2011
		  June 2012
		  July 2013
			Teresa McAfee, Superintendent
			Robert Killian, Principal
			Instructional Facilitator (TBN)
			Donna Rupert, Turnaround Officer
			Kim Collier, ECS
			PLC Teams

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	Monitoring - Agendas, Sign-in sheets, curriculum alignment documents.	Ongoing	Donna Rupert, Turnaround Officer
	Sustainability - PLC team leaders will be trained using the Train the Trainers model to ensure sustainability beyond the funding period. **Additional information is available upon request.**	Ongoing	Following funding period
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.	Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S. objectives as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction (Tomlinson, 2001) and organization practices to accommodate student differences in the classroom. Accurate student assessments are critical to determine a student's strengths and weaknesses. Data from assessments will drive instruction in the classroom, which will result in increased academic achievement. PLC teams will meet weekly to review assessment data to make appropriate adjustments to instructional plans.	Ongoing	Robert Killian, Principal Certified Teachers

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	Crutcho will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning. Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards, and yearly curriculum pacing for the current year of teaching (benchmarks) and the following year (OCCT) for both the students moving to the next grade and the new students entering a grade. Crutcho teachers will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, questioning, quizzes, projects, class work, and homework. Additional formative assessments that will be added as a result of the Transformation Model are project-based assessments, student self-grading rubrics, and student self-assessments.	Ongoing Start-up has already occurred. Software was purchased with current school improvement funding in June 2010 to allow for	Kim Collier, ECS Donna Rupert, Turnaround Officer Teresa McAfee, Superintendent Cristy L. Thornton, Edusoft Account Manager Robert Killian, Principal

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	Teachers will learn about these assessments, as well as how to create them, at professional development meetings conducted by ECS and in-house. Summative assessments Crutcho will continue to utilize are: Early Learning Quick Assessment (ELQA) for Pre-K and K; Literacy 1st assessments for Pre-K through 3rd grade (additional students in upper grades are assessed if needed); skills lists grade reports for PreK-2nd grade; and Oklahoma Core Curriculum Tests for 3rd-8th grade. Additional summative assessments that will be added as a result of the Transformation Model are Edusoft Assessment Management System for 2nd-8th grade; skills lists grade reports for 3rd-5th grade, and written school-wide benchmark assessments for Pre-K through 2nd grade. Edusoft training will be embedded in the beginning of the year trainings so all teachers will have an active role in creating benchmark tests to use at each grade level. The primary goal of Edusoft is to provide a thorough and accurate academic assessment for 2nd-8th grade students using test items that are closely aligned with the Oklahoma P.A.S.S. standard. (See appendices) Once student data is obtained, teachers will use the data to differentiate instruction. At professional development meetings by ECS and in-house, teachers will bring their students' assessment data, and disaggregate and analyze	Start-up has already occurred. Software was purchased with current school improvement funding in June 2010 to allow for early roll-out and training. Training dates will be scheduled via webinars to coordinate with assessment activities.	Teresa McAfee, Superintendent Cristy L. Thornton, Edusoft Account Manager Robert Killian, Principal Teresa McAfee, Superintendent Cristy L. Thornton, Edusoft Account Manager Robert Killian, Principal

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	each students' strengths and weaknesses. This information will then be placed on a S-IAP (See appendices) at which time the teachers will develop grouping practices, modification of assignments, opportunities for students to use a variety of responses (writing, orally, providing responses to peers); and effective instructional strategies according to the needs of the child. Small groups will be multi-age, multi-level, and flexible, allowing students to receive instruction in the skills that are specific to them. Lower-achieving students will be remediated in missing skills, while advanced students will go beyond the core curriculum. Schedules will be designed so all students will be able to participate in instruction that is designed specifically for them as students travel to other classrooms for academic instruction that is exactly what they need. Differentiated instruction will be provided as part of the professional development meetings at the beginning of the year by ECS and sustained throughout the year by additional profession development by ECS and in-house. Resources by Carol Ann Tomlinson will be used as a book study to assure teachers have the adequate knowledge base and expertise to differentiate instruction for all students.		

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	Monitoring – Sign-in sheets, agendas, and benchmark data will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results. **Sustainability** - The Data and Technology Integration Coach will work with the Instructional Facilitator, ECS, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results. **Additional information is available upon request.**	Ongoing Ongoing Quarterly And Annually	Data and Technology Integration Coach (TBN) Instructional Facilitator (TBN) SIG Team Kim Collier, ECS
8. Establish schedules and implement strategies that provide increased learning time.	Extended Day Activities The district/school will extend instructional time by 305 hours (173 additional hours added to the regular calendar and by providing 132 hours of summer school). The focus of the reform strategy will be to engage students in productive academic learning time, not simply to add time to their day (Silva, 2005). Research supports the use of extended learning time, if a minimum of 300 hours per year is provided (Frazier & Morrison, 1998)	August 17, 2010 – June 30, 2013	Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer

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	173 hours of extended day and 132 hours of extended year = 305 hours See 2009/2010 Schedule and Calendar in the Appendix. See proposed schedule with extended learning time (and teacher collaboration time) in the Appendix. All students will be pre-tested and post-tested to determine the success of the extended learning time intervention(s). The certified staff will submit test results to the principal. The SIG team will review results and work with the certified staff and administration to make recommendations for programming modifications.	September 2010 May 2011 September 2011 May 2012 September 2012 May 2013	Robert Killian, Principal SIG Team Donna Rupert, Turnaround Officer Certified Staff Data and Technology Integration Coach (TBN)
	Students will be pre-tested in September of each year and post-tested in May.	Annually in September and May	Robert Killian, Principal Certified Staff
	Students attending summer school will be pre-tested and post-tested each summer.	Annually in June Annually in July	Summer School Coordinator (TBN)
	All Day Pre-K and All Day Kindergarten The district will continue to provide all day Pre-K and all day kindergarten. Pre-K and Kindergarten students will be pre-tested and post-tested beginning the fall of	Ongoing	Teresa McAfee, Superintendent Robert Killian, Principal Pre-K Staff

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	2010. (Funded through Title I and general fund.) **One Additional Hour of Instructional Time** (173 hours) The district/school will increase the instructional day by one hour per day. Administrators, teachers, paraprofessionals and students (grades 3-8) will receive an additional hour of instruction each day. This will be accomplished by implementing a staggered arrival and departure schedule according to grade levels. See schedule comparisons in Appendix. This additional hour will be used to provide additional instructional support for all students, but will focus on providing interventions to students who need the most support. Small groups will be utilized during this additional hour which will be multi-age, multi-level, and flexible, allowing students to receive instruction in the skills that are specifically designed to meet their individual needs. **Transforming the Structure of the Day** The most at-risk students will receive a "double dose" of math or reading instruction. This strategy has been used with great success in Crutcho. In 2008, only one of	August 17, 2010 – June 30, 2013 August 2010 – May 2013	Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN) Certified Staff Teresa McAfee, Superintendent

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	eight seventh grade students scored satisfactorily on the OCCT math test. The following spring (2009), SEVEN of the eight students achieved satisfactorily scores on the OCCT math test after receiving a double dose of math.		Robert Killian, Principal Donna Rupert, Turnaround Officer Kim Collier, ECS Instructional Facilitator (TBN)	
	Middle school students will participate in an advisory period as part of their increased instructional time. This advisory period will be used to set personal learning goals and to develop strong relationships with significant adults (their advisor), thus leading to increased success and improved readiness for high school and college. (Pennington, 2006)	August 2010 – May 2013	Robert Killian, Principal Middle School PLC Instructional Facilitator (TBN)	
	Extended Year Activities **Extended Summer School Time :** Summer school is currently offered for sixteen days each summer (Monday-Thursday in the month of June). The district will provide an additional sixteen four-hour days of summer school with SIG funding. The extended learning time will be used to provide integrated activities that are correlated to the PASS standards.	June 2011 June 2012 June 2013	Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Instructional Facilitator (TBN)	

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	Protected Collaboration Time: Scheduling will also provide additional protected time for teacher collaboration. Using the WISE Tool, the Turnaround Officer and leadership teams will structure collaboration time to address vertical and horizontal alignment, data analysis, and intervention strategies. Teams will receive specific direction for calendar activities to be completed and products to be produced. Teachers will receive not less than 90 minutes of protected time for collaboration per week.	Ongoing	Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Kim Collier, ECS Instructional Facilitator (TBN)
	Monitoring – Sign-in sheets, agendas, meeting minutes, school schedules, lesson plans, and calendars will document these components. Data will be reviewed quarterly to ensure fidelity of the program elements is being met. **Sustainability** – Extended day and extended year components will be modified as needed to meet the needs of all at-risk students. After the funding period, Title I funds, RSA funds, and SRA funds will be sufficient to sustain the improvements. **Additional information is available upon request.**	After funding period	Teresa McAfee, Superintendent Robert Killian, Principal SIG Team Donna Rupert, Turnaround Officer Teresa McAfee, Superintendent Title I Advisory Committee, Reading Sufficiency Advisory Committee

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9. Provide ongoing mechanisms for family and community engagement.	Research shows that students whose families are involved in their education perform better in school, stay in school longer, and are more likely to pursue further education. Parents and guardians also stand to gain from greater involvement in school life by gaining new skills and greater confidence as well as having more opportunities to become active and play a leadership role in school and community life.	Ongoing	Appropriate staff will be selected to coordinate duties as various components are fully developed.
	At Crutcho we encourage family and community engagement by hosting organized parent meetings, family nights, and utilizing surveys to gauge parent and community satisfaction and support for our school. This spring we participated in the Marzano *What Works in Schools* survey of parents, teachers and students. We received more than sixty completed parent surveys. The Marzano school needs assessment will be ongoing and entail more surveys in the upcoming year. We plan to use the data to better serve the academic needs of our students, reflect on teaching practices and monitor school climate concerns.	Ongoing	Teresa McAfee, Superintendent Marzano Research Laboratory
	A site-developed needs assessment was also used to help us determine our families' greatest needs. We found that our parents' greatest concern is for the	Completed Review Annually	SIG Team

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	academic achievement of their children. They also have a great concern for resources in their home. We have and will continue to use this data to select and secure community partners that will address these needs.		
	In our attempt to improve our school community we have partnered with several social organizations to provide families a convenient way to access services. Currently we have established partnerships with various health service providers including the School Dentist, A New View Counseling, Prevent Blindness Vision Screening, Absentee Shawnee Tribal Immunizations, School Based Social Service Worker, Food Bank, CATCH for Kids – Coordinated Approach To Child Health (provides nutrition and physical activities for students in grades K-5 once a week), and Feed the Children, all of which are at no cost to the district. We are also committed to partnering with faith- based organizations including Whiz Kids and Oakdale Baptist Church.	Ongoing Coordination of these activities. Initial dates are available upon request In place	Additional Information is available upon request. All agencies work directly with the principal and the superintendent to ensure proper coordination and communication. Yolanda Alexander, CATCH Coordinator
	Whiz Kids is a faith-based, one-on-one volunteer tutoring/mentoring program focusing on first through eighth grade students who live in areas which have some of the highest drop-out rates and lowest socioeconomic	Initial planning and development meetings were held in the Spring and	Robin Shelton, Crutcho Whizkids Coordinator Billie Oldham, Whizkids Site Administrator

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	levels in Oklahoma City. Whiz Kids is proactive and preventative in nature, targeting inner-city schools and students who are reading below grade level, and who could benefit most from a one-on-one relationship with a caring adult. Whiz Kids sites are churches in each school's community that donate their facility, provide tutors and an on-site coordinator. Our host church is Meadowood Baptist Church. Urban churches (Meadowood) are partnered with suburban churches (Oakdale) to provide additional tutors and resources.	Summer of 2010. Additional preparation meetings are scheduled for August of 2010 Training and Orientation @ Sunday September 12, 2010 4-5:00 PM	Rowena Bailey, Meadowood Site Coordinator
	Oakdale Baptist Church is a mission-driven church that desires to help their community grow. Our partnership with Oakdale Baptist Church is multifaceted and will provide ample opportunities for academic, social/emotional and community growth. Oakdale will assist in the completion of our community gardens and greenhouse this summer. Crutcho will have individual classroom and community gardening space. They will provide students with school supplies and uniforms. They will supply birthday cakes for each student's birthday. The eight inch individual cake is a great esteem builder. This program helps us continue to create	Ongoing See Oakdale Schedule of Support Activities Appendix for details	Teresa McAfee, Superintendent Dana Leach, Oakdale Church / Crutcho Liaison

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	a loving bond with our students as this may be the only celebration they receive on their special day. They will organize a Teacher Appreciation Breakfast to let teachers know how much their hard work is appreciated. They will host a Fall and Spring Community Dinner – a time for teachers and community members to get together, have fun and celebrate successes. They will provide Thanksgiving baskets to families in need. They will adopt families in the community at Christmas. They will host Sharefest – a playground renewal and spring clean up day. They will also participate and co-host our third annual Community Block Party held at the end of the school year at our community park. Oakdale has committed to bettering the lives of our Crutcho community. All of these community involvement programs are in addition to those that we have already established at our site. Such programs include Meet Your Teacher Night, weekly school wide newsletters, Parent Portal, extended library and computer hours, parenting and toddler library section, Math night and family night at the Book Fair. Love and Logic will be offered to Crutcho parents next fall. These classes will be facilitated by Kim Collier, our external provider. At Crutcho we are striving to ensure ample parental and community	Ongoing	Robert Killian, Principal

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	involvement in the lives of our student body. **Monitoring** – Sign-in sheets and agendas will be kept on file to document all community involvement activities. **Sustainability**- Oakdale Baptist Church has agreed to mentor Crutcho parents and guardians to develop leadership skills in order to develop and sustain parental and community involvement. **Additional information is available upon request.**	Ongoing Ongoing	Donna Rupert, Turnaround Officer Teresa McAfee, Superintendent Dana Leach, Oakdale Baptist Church / School Liaison

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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.	Crutcho Elementary operates as a single site district. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Crutcho Elementary has developed and implemented district/school-wide communication and leadership mechanisms, so that those that will be impacted by a decision have a voice. Professional learning communities were established in 2005. Due to significant levels of staff turnover in the previous four years, progress was impaired. However, the staff has stabilized. Only one teacher will be replaced this coming school year. The middle school math teacher was not effective and was not rehired. The leadership team will work with the certified and support staff to make necessary modifications to schedules, calendars, and budgets that will most effectively increase student achievement.	July 2010-June 30, 2013	Teresa McAfee Superintendent Robert Killian, Principal BOE
	Monitoring - Superintendent's Advisory Council (SAC). The SAC Council will meet twice monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG plan. Barriers will be identified by Professional Learning Communities (PLC),	2 x per month throughout funding period.	Teresa McAfee, Superintendent BOE Superintendent's Advisory Council

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	principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education (BOE) by the Superintendent as requested by the SAC Council. Sustainability – The SAC Council will be maintained beyond the funding period to continue reviewing school improvement barriers and operational flexibility needs. **Additional information is available upon request.**	1 x per month following funding period	Superintendent BOE Superintendent's Advisory Council

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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).	Crutcho Elementary is a single site district. Therefore, all LEA support (teachers, resources, and technical support) is targeted to Crutcho Elementary, a Tier I school. The district/school will engage in ongoing technical assistance meetings with the SEA. District Leadership will receive monthly technical assistance designed specifically for leadership development from Educational Consulting Service. Crutcho school has created a SIG team which met to complete their WISE needs assessment and participated in the planning of the school's transformation model. The district has utilized the expertise of Kim Collier for the past two years to assist with the development of the annual school improvement plan (SIPlan). The SIG Team will work with ECS to utilize WISE tool to assist with assessment, development, and documentation of school improvement efforts. In addition, Kim Collier, ECS and the Turnaround Officer, Donna Rupert, will continue to conduct professional development and training with the school to ensure that the WISE	3 x Annually 1 x per month during each of the 3 years Ongoing	SEA Kim Collier, ECS Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer Kim Collier, ECS Instructional Facilitator (TBN)

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	planning tool is being utilized and that school reform and transformation is the focus of each SIPlan. **Monitoring** A formative evaluation will be conducted of both the service delivery and management components of the school's transformational design and of the district's reform model. This evaluation will include data collected through project tracking and follow-up of participants. Formative evaluation data will be used by district, Transformation Partners, and program personnel for making decisions about project effectiveness and for making project modifications to improve efficiency and the effectiveness of services delivered. A summative evaluation will be conducted of both the service delivery and management components of the program. This evaluation will include summative evaluation data and data collected through project tracking and follow-up objectives. **Sustainability** Capacity building efforts have already began to ensure the sustainability of school reform efforts beyond the life of the grant request. The Turnaround Office and	July 2010 Annually in June Quarterly throughout the funding period Weekly throughout funding period	 Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer SIG Team Teresa McAfee, Superintendent Robert Killian, Principal Donna Rupert, Turnaround Officer SIG Team Kim Collier, ECS Donna Rupert, Turnaround Officer

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	Transformation Partners will be the capacity builders of the initiative and will be key to creating systemic change in Crutcho. The Turnaround Officer will meet weekly with school leadership and teachers to disseminate information and to ensure periodic feedback and adjustments are made to the school's improvement model as needed. Meetings will be held on a weekly basis to review and discuss student data and reform strategies to inform faculty and administrators beyond the project funding. The improvement initiative will provide the tools necessary (professional development, protected collaboration time, and technology) to maximize the development of a collegial and collaborative professional learning community to build the capacity that will sustain school improvement impact. In addition, the Title 1 WISE process will ensure ongoing on needs identified through the WISE instrument which w updated on an annual basis with formative adjustments ma **Additional information is available upon request.**	Weekly throughout the funding period	Robert Killian, Principal

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12. List any additional permissible strategies the LEA will implement as a part of the transformational model. Digitized Classroom 1) Interactive Whiteboards 2) Classroom Amplification System 3) Laptop Computers 4) Infrastructure	The technology package in this grant was designed to transform the teaching and learning process at Crutcho in bold and dramatic ways for the student, the teacher, and the administration. The technology pieces were specifically selected to create a total package that would enhance student engagement, provide efficiency in developing powerful lessons for the teacher, and to provide a meaningful systemic process for reflective teaching practices and effective feedback. Our needs assessment results indicate areas of focus to include more and improved feedback for teachers, more and improved differentiated instruction for students, and increased rigor and engagement for students. Our vision for this initiative will support our efforts and provide the means to transform our school into a place where creativity and collaboration are the norm; a place where students are continually engaged in real world experiences and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. It is not just covering content. Our students all qualify for free lunches and few have computers in their homes. This puts them at an extreme disadvantage as compared to their peers in higher socio-	Year 1 2010/2011 Install infrastructure components Interactive white boards Panasonic Audio/Visual system Projectors Purchase 25 laptops for teachers Teachers will participate in job-embedded professional development to use technology with Classroom	Homer Smith, IT Homer Smith, IT Beasley Technology Homer Smith, IT Homer Smith, IT Teresa McAfee, Superintendent Homer Smith, IT TBN, Data and Technology Integration Coach Teresa McAfee, Superintendent Robert Killian, Principal TBN, Data Integration

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	economic regions. We need an opportunity to even the playing field, so our students can become more successful.	Instruction that Works	Team
	Action Plan We are proposing a digitized classroom for grades 4-8 that would include interactive white boards and projectors for whole group instruction, a classroom audio/video system that will record both sound and video and amplify voices, and 1:1 laptops for teachers and students.	Students will work with their teachers in the computer labs begin to experiment with technology integration activities.	TBN, Data and Technology Integration Coach Shelly Cherry, Teacher Certified Staff, 4-8
	Interactive White Board and Projectors The implementation of interactive white boards (IWB) and projectors with ample training and support will help maximize differentiated learning at Crutcho. Crutcho will install interactive whiteboards and projectors in classrooms. The IWB and projectors work cohesively to provide teachers and students a wealth of virtual learning. The projector can also be used in conjunction with the computer to provide virtual fieldtrips and educational video streams.	Annually evaluate teacher acquisition of technology integration skills Annually develop and/or revise individualized professional development plans for each teacher based on evaluation and survey results.	Certified Staff (Self-Evaluation) Robert Killian, Principal SIG Team Students (Annual Survey)

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	Classroom Audio/Visual System Another significant component of the digitalized classroom is the Classroom Audio/Visual System. This system will allow the teacher or the student to be heard well at all times when presenting information to the whole group, will record information from the white board, and will record both the audio and the video portion of the learning time. These recorded lessons can then be used for reflective purposes for the teacher or even the student or student groups. A video archive portfolio can be created to document growth and progress in both students and teachers. The system leaves the teacher in complete control to record or not record with the push of a button on the remote with no additional set up time required. The system will work seamlessly to project sound from the student or the teacher's voice and to share audio from any laptop or iphone (or similar handheld device) to the rest of the group. **1:1 Laptops** Students and teachers would use the laptops to learn how to use the Internet and software applications in a manner that would provide solid background knowledge	Teachers will continue working to develop digitized curriculum using the model that has been implemented at Crescent Public Schools A Train the Trainers model will be used to develop technology team leaders in each PLC. **Year 2 2011/2012** Purchase laptops for students Teachers will continue develop	TBN, Data and Technology Integration Coach Kim Collier, ECS TBN, Data and Technology Integration Coach Teresa McAfee, Superintendent Homer Smith, IT TBN, Data and

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	and the most current resources on learning academic content. Students would have the ability to express their creativity while learning the content in a manner that will prepare them for the 21st Century world of work. Teachers would begin digitizing their curriculum, so that the textbook no longer limits or stifles learning. The digitized curriculum will be much more efficient to keep updated and aligned horizontally and vertically; therefore, it would greatly impact student learning and achievement. **Infrastructure** In order to ensure this technology package will work properly, Crutcho will be required to upgrade their wireless and networking capabilities. "Wireless networking allows administrators, teachers, and students the flexibility to make full use of the Web in and out of the classroom, and the means to connect and collaborate no matter what their location. Wireless networking appears to be the most logical extension of the anytime, anywhere-and any student-computing ideal that laptop programs have come to embody." (Smart Tech & Learning, 2001). Our current server system is not adequate to support	technology integration skills Students will receive laptops and integrate skills learned in the labs to the laptops Teachers will receive one to one coaching to fully implement their technology integration skills Evaluate teacher acquisition of technology integration skills Develop individualized professional development plans	Technology Integration Coach Certified Staff 4-8 Robert Killian, Principal TBN, Data and Technology Integration Coach Certified Staff (Self-Evaluation) Robert Killian, Principal Students (Survey) SIG Team TBN, Data and Technology Integration Coach

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Name of School: CRUTCHO ELEMENTARY			**Tier: I**

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)
	graphics and animation that are such an important part of interactive educational websites we utilize. This causes frequent slow connections, down time for the students as they wait for their programs to load, resulting in wasted learning time. We are often unable to connect to our server, due to the limited number of access points. To effectively support additional technology, we are proposing significant upgrades to the system that will take us well into the future with regards to functionality and capacity. Without these upgrades, the students and teachers would be frustrated and the implementation would be severely compromised. Once the system is in place it would then be maintained with e-rate funding. **Digitized Classroom** The digital classroom is designed to meet our primary goal – To improve student academic achievement. Additional Goals include – 1) Ensuring the learning is engaging and meaningful for the student. 2) Ensuring teachers have and understand how to use the most up-to-date technology available to enhance both student and professional learning. 3) To prepare teachers with the knowledge and equipment needed to replicate real world learning and application of learning for their students.	for each teacher based on evaluation Teachers will continue working to develop digitized curriculum using Moodle or a similar out source product. A Train the Trainers model will be used to develop technology team leaders in each PLC. Year 3 2012/2013 Teachers will continue working develop digitized curriculum using Moodle or a similar out source product.	Robert Killian, Principal Certified Staff 4-8 Shelly Cherry, Teacher TBN Data and Technology Team Kim Collier, ECS Data and Technology Integration Coach Instructional Facilitation Coach Kim Collier, ECS Data and Technology Integration Coach Instructional Facilitation Coach

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Professional Development To establish a technology-immersed program research has validated that job-embedded, on-site professional development is the most effective and long lasting means of increasing teacher effectiveness and student achievement. Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007) *Using Technology with* Classroom *Instruction that Works* with a forward by Marzano will serve as the foundation for our professional development program to allow teachers to effectively integrate the technology package. In order to be successful with this project, a single fulltime position will be created; Data and Technology Integration Coach. This person, holding teacher certification, will be responsible for activities related to the integration of the technology including, but not limited to, participating in and providing professional development, co-teaching, and program, development and oversight. The in-class support will consist of observing teachers and providing recommendations for designing and delivering instruction. The Data and Technology Integration Coach for the project will provide support for teachers both in and outside the classroom. This individual must have classroom experience and teacher certification in order to ensure credibility with the certified staff.	Teachers will continue working with the Data and Technology Coach to improve their technology integration skills A Train the Trainers model will be used to develop technology team leaders in each PLC. A digital video archive will be developed for sustainability purposes.	Data and Technology Integration Coach Certified Teachers 4-8 Kim Collier, ECS Data and Technology Integration Coach Instructional Facilitation Coach Kim Collier, ECS Data and Technology Integration Coach Instructional Facilitation Coach Homer Smith, IT

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	This will be an on-site professional development component due to the need for day-to-day support when attempting to implement technology. The Data and Technology Integration Coach will work with the Instructional Facilitator and the external provider, ECS, to coordinate a professional development program that seamlessly integrates the technology as a learning tool for the teachers and the students using the coaching model. **Special Note:** J. Scot Trower is the sales representative of Beasely Technology. Mr. Trower is a former K-8 superintendent and has been directly involved in the implementation of a 1:1 laptop initiative. Mr. Trower has committed to assisting the district in the implementation of the technology proposed in this application. Mr. Trower, our site principal, superintendent, and three Crutcho teachers attended the 1:1 mini-conference at Crescent Public Schools on Friday, June 4, 2010. We have also been in contact with the superintendent at Crescent to establish additional opportunities to work with their staff as suggested by OSDE technical assistance staff.		

Name of School: CRUTCHO ELEMENTARY		Tier: I	
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)**
	Research to Support Individual Technology Components **Interactive White Board Research Summary** Marzano did extensive research on the use of interactive whiteboards in the classroom and found that they provide good teachers with a powerful tool. "These are things good teachers would do without technology," Marzano says. "Technically, you don't need to use the technology, but it's just so hard to do all these things without it." The technology, he says, is a tool for making it easier to incorporate the elements of good teaching across content areas and among students with a range of academic knowledge and skills. "The whiteboard can be a powerful tool. If I had been a teacher in a classroom where I had access to those tools, I could have been a better teacher." (Education Week Digest, 2010) Interactive whiteboards were first marketed in 1991 and have now become an essential part of hundreds of thousands of classrooms. The whiteboards transform any digital image into virtual manipulatives. Teachers are empowered to create endless demonstrations and hands-on opportunities for students of all ages, thereby,		

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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)**
	providing improved learning and increased engagement. **Panasonic Audio/Visual System Research Summary** The Mainstream Amplification Resource Room Study (MARRS) was the first investigation reported on the use of sound field amplification in the U.S., and at the time of authoring this paper, is the only study noted on the U.S. Department of Education's clearinghouse web site for What Works in Schools. This 1984 study focused on elementary children in grades K-6 with normal learning potential and a minimal hearing loss, but who were behind academically by six months or more. Half of the students were placed in classrooms with sound amplification, and the other half was given extra teaching support without the sound amplification system. The results of the study showed that the students in the amplified classrooms achieved significantly improved reading scores that were equal to or greater than the other children. The specific findings were reported at intervals throughout the study: Immediate (First Days or Weeks) ♦ The quality of instruction improved as students were more engaged and responsive to the lessons, regardless of class size, background noise, seat location, or dealing		

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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)**
	with a mild hearing loss. ♦ The improved student attention, particularly with A.D.D. students, resulted in better classroom management, less student distractions, less need to repeat instructions, and higher test scores on listening tests. ♦ The teacher experienced less stress from having to raise his/her voice, and the students expended less energy trying to hear the speaker. ♦ Teacher absences due to vocal strain were reduced from 15% to 2-3% in one year. Short Range (Several Weeks) ♦ Classroom management improved, as indicated by a reduction in discipline problems, increased time on task, and less time for taking tests. ♦ An increase of student motivation, participation and confidence was documented, as well. Long Range (Months or Years) ♦ An improvement of reading and language test scores in the early months was reported for all students at all levels. ♦ There were statistically significant gains in overall composite test scores within less than one full school		

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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)**
	year. And these gains have been sustained in research study periods for up to three years. ♦ Where classroom amplification has been introduced in grades K-6, the number of referrals to Special Education has been reduced by up to 43% over five year periods. Panasonic Sound/Video Systems will be installed during the first semester in all classrooms. **1:1 Laptop Computer Research Summary** Research has shown that student and teacher use of laptops in the classroom is increasing student achievement. Technology is motivating students to stick with school, to work better with others, and to score higher on reading, writing, and achievement tests. Studies also show that one-to-one computing increases home-school communication and parental involvement. It has also helped empower teachers to move from traditional delivery modes of instruction to methods of discovery and interaction, with increased individualization and customization of learning activities and materials. We will equip all 4th-8th grade classrooms with laptops, one for each student. From 1996 through 2000, Rockman Et Al, an independent research organization, conducted evaluations of Microsoft's pioneering Anytime		

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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)**
	Anywhere Learning program--an initiative that provides hardware, content, training, and other types of support for schools implementing laptop programs. Rockman's key findings are that "laptop students spend substantially more out-of-class time on schoolwork, score higher in writing and reading assessments, demonstrate improved research and analysis skills, and engage in more collaborative work than non-laptop students." (Smart Tech & Learning, 2001) Our school experiences student discipline issues, many of which are a result of generational poverty. Students and families are disadvantaged technologically due to poverty. Research shows that schools with effective laptop programs are narrowing this gap. "In another pilot school students tended to be much more engaged in their lessons, did not have as many discipline problems, and demonstrated more interaction with their peers", Shapley said. "And there was a significant increase in the pilot students' proficiency with technology, which has narrowed the gap considerably between economically disadvantaged students and their peers." (eSchool News, 2007) **Additional information is available upon request.**		

Name of School: Not Applicable		Tier:	
Closure Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to close a Tier I or Tier II school.			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

Name of School: **Not Applicable**		Tier:	
Restart Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Provide detailed information regarding the plan to restart a Tier I or Tier II school.			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

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

BUDGET SECTION

LEA BUDGET NARRATIVE

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

LEA Needs
Policy and Procedure Changes
At the district level policy changes were necessary in order to ensure barriers were reduced or removed to allow for a performance based evaluation instrument and to create a selection process for external providers. Additionally, the district/site has identified other policies for review during the months of June and July, 2010, to ensure procedures are fully in place for the implementation of the model. The district/site held numerous meetings to provide board members and staff members to provide input in selecting the model, the interventions, allocations of resources, and the evaluation instruments to be used. Numerous surveys, e-mails, and newsletters were also used to provide as much information as possible in the limited amount of time that was available for public review and input. All of this information was discussed at the May 11, 2010 board meeting in order to allow for final and more formal input from parents and other stakeholders. Cost for the changes in policy (additional summer school, extended day, turnaround officer, extra duty stipends, merit pay, external providers) are included below as appropriate.
Turnaround Office /Officer
The LEA has established a turnaround office and appointed a turnaround officer. Donna Rupert was appointed. She will be awarded a $7,500 extra duty stipend for her responsibilities as the Turnaround Officer.
SIG Team
In order to fully implement the model, the district/site must established distributive leadership (Marzanno, 2003). Teacher leaders were selected to serve as SIG Team members. These teachers will receive an additional $2,500 as compensation for additional professional activities associated with the SIG Transformation Plan.
Sustainability
The district/site has elected to award signing incentives in order to attract quality staff in difficult-to-fill positions. A set-aside in the amount of $5,000 will be available annually for this purpose. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services.
Data and Technology Integration Coach
Full time position dedicated to modeling/coaching and professional development to effectively implement and integrate technology and to train to teachers to use data in order to maximize

student achievement.

Instructional Facilitator

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

Proposed Initiatives / Materials / Resources

Professional Development

In order to achieve sustainability, the district/site recognizes the importance of building a professional development library and to develop trainers on our staff. As a result we have adopted the Train the Trainers model. In order to enhance the effectiveness and longevity of this plan, we have also requested funding for an audio/camera system and the required infrastructure updates to support the audio/camera system and other new technology. The audio system will allow the instructional facilitator, teachers, administration, and coaches to seamlessly create a video library for professional development and self-evaluation/reflective teaching purposes. The system gives the teacher full control of the video and audio recording. Further, the teacher and the student use a microphone which amplifies the audio portion of the lesson into the four built-in speakers. This system will integrate the interactive white board lesson and any audio from an i-phone or movie file from the computer. At $74,270.00 this system allows students to focus more on the lesson, provides play back of lessons for differentiation purposes, provide recordings for reflection and evaluation purposes, and an exceptional safety features that will enhance our efforts to provide a safe school environment for both students and teachers.

Merit Pay

Individual Merit Pay Component

If 90% of FAY students in a teacher's class show mastery (75% correct) of the district benchmarks, the teacher will receive $2,500 stipend. This is the individual component of merit pay. The individual component will be awarded annually in June.

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

Team Merit Pay Component

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

$1,000 stipend for 10 – 14% gain,

$1,500 stipend for 15 – 19% gain,

$2,000 stipend for 20 --24% gain,

$2,500 stipend for 25% or better gain

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

Timely Distribution of Funds

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

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

- The LEA will establish and LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

> **Turnaround Officer / Officer**
> Crutcho Elementary will designate room 203 which is located in the same hallway as the principal and the superintendent's offices on campus. This office will be used for SIG Team meetings, Professional Learning Community meetings, and faculty meetings.
>
> Ms. Rupert was recommended by members of the staff as well as the leadership. This decision has been shared with all faculty and administration. Ms. Rupert is a highly qualified teacher. She is certified in Special Education, Elementary Education, Library Media, and Early Childhood. She is National Board Certified and has 25 years of experience.
>
> Her greatest strengths include the skills necessary for a successful Turnaround Officer. She is highly motivated, extremely organized, and has superb people skills. She has impeccable integrity.
>
> The Turnaround Officer will receive a $7,500 stipend for her services.
> Responsibilities:
> - ➢ Input district/site level data into the WISE tool.
> - ➢ Report progress to all stakeholders.
> - ➢ Monitor Transformation Plan implementation progress.
> - ➢ Report concerns to the superintendent and principal
>
> See Turnaround Officer Job Description and Schedule in the Appendices.

The LEA must complete and attach the budget pages required for the LEA Section of the application:
- Summary Budget page and Justification page each year* of the grant for the LEA activities including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II schools for each year of the grant.

Note that the budget for the school closure model may be lower than the amount required for the other models and would typically cover only one year.

SCHOOL BUDGET NARRATIVE
Provide in the space below, a budget narrative for **each** Tier I and Tier II school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional requirements of the grant:
- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in Tier I and Tier II school to be served; Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

Crutcho Elementary has persistently performed in the bottom 5% of the state on the Oklahoma Criterion Reference Tests. Crutcho Elementary was identified as a Tier I school and is the only site to be served. Although the district has made significant progress over the most recent two years, more growth is needed. The district selected Transformation Model due to recent success.

Required Components to be Funded:

Additional Training

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

In order to meet the requirements of the grant a sum of $100 per day will be paid to each certified staff member for attending a 5 day academy in additional to the 5 days of site based training.   Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The collaboration time will be built into the schedule and funded by paying the teachers for the extended day at a rate of $25 per additional hour per day for 175 days for a total cost of $109,375.00.

5 Day New Teacher Academy

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

Professional Development

Funding will provide 88 days of on-site coaching/modeling and direct training from Educational Consulting Service, at a rate of $1,000 per day.

Total cost for coaching, training, and modeling from external providers and trainers will be $88,000/year 1, $50,000/year 2, and $30,000 in year 3 or $168,000 the total funding period.

$5,000 was budgeted to cover the costs of hosting a retreat to launch the SIG Transformation Plan in year rental of Sullivant Retreat Center for two nights for all staff.

Extended Day / Year

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

Summer school will be extended to provide an additional 64 hours of summer school instruction. This is in addition to the 64 hours currently funded with Title I and Summer Reading Academy funds. Teachers will be paid at a rate of $75 per day for summer school instruction.

Collaboration Time

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

Instructional Program

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 student and teacher in grades 4-8.   The students in grades six through eight will receive direct instruction in math as well as a

second dose of math via the I Can Learn instructional program. Cost of the I Can Learn program is estimated at $11, 000 per year each of the three years based on current student enrollment.

Salaries
Instructional Facilitator
The school will seek to employ a master teacher to provide ongoing coaching and modeling in the following areas:
Strategies from *What Works in Schools* and *Classroom Management that Works*, (Marzano), Differentiated Instruction, Response to Intervention Model, Effective Technology Integration, and Effective Math Strategies based on the work of Marilyn Burns.   The estimated salary for the Instructional Facilitator is $45,000 plus benefits per year for each of the three years.

Data and Technology Integration Coach
Research strongly supports the integration of technology into the instructional program in order to prepare students for the 21st Century. Further, this infusion of technology into the professional development program will enable our teachers and administrators to fully access data, so that individual training needs of teachers can be addresses as well as individual educational needs of the students. In order to ensure teachers and students have adequate support during the implementation phase, we propose employing a Data and Technology Integration Coach during the implementation phase at a cost of $45,000 per year for each of the three years.

Crutcho has a significant technology program that is embraced by students and staff. However, adding the additional technology components (laptops for students in grades 4-8, interactive white boards, the audio/visual camera microphone system, and projectors) to ensure access to the core curriculum by all students will require significant upgrades to our technology infrastructure. Without the infrastructures, students and teachers will continue to be frustrated and discouraged about using the technology. Total Cost of the technology for the funding period is $393,513.82.

Benchmarking Software
Plan proposes the purchase of benchmarking software by Edusoft / Riverside. Existing school improvement funds will be used to fund the cost of year 1. Year 2 and Year 1 will require an additional $15,000 ($7,500 per year).

The LEA must complete and attach the budget pages required by the School Section of the LEA application:
- Summary Budget page and Justification page for each year of the grant for each Tier I and Tier II school to be served.

APPENDIX A

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

A. <u>Defining key terms</u>. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

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

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

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

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

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that

agrees to implement, and demonstrates the capacity to implement fully and effectively, one

of the following rigorous interventions in each Tier I and Tier II school that the LEA commits

to serve:

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

(i) Replace the principal and grant the principal sufficient operational flexibility

(including in staffing, calendars/time, and budgeting) to implement fully a comprehensive

approach in order to substantially improve student achievement outcomes and increase high

school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can

work within the turnaround environment to meet the needs of students,

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

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for

promotion and career growth, and more flexible work conditions that are designed to recruit,

place, and retain staff with the skills necessary to meet the needs of the students in the

turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is

aligned with the school's comprehensive instructional program and designed with school staff to

ensure that they are equipped to facilitate effective teaching and learning and have the capacity

to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring

the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader"

who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

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

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

(2) A turnaround model may also implement other strategies such as--

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

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

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

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

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

(1) <u>Developing and increasing teacher and school leader effectiveness</u>.

(i) <u>Required activities</u>. The LEA must--

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

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

(<u>1</u>) 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

(<u>2</u>) Are designed and developed with teacher and principal involvement;

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

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

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

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

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

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

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

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

(E) In secondary schools--

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

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

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

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

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

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

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

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

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

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

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

3. Definitions.

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

organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

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

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

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

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

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

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

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

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

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

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

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in

reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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

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

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

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

(iv) Align other resources with the interventions;

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

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

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

B. <u>Providing flexibility</u>.

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

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

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

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

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

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

APPENDIX B

RESOURCES FOR GRANT APPLICATIONS

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

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

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

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

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

National High School Center
http://betterhighschools.org

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

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

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA Capacity

Level I	Level II	Level III
• Few or none of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	• Most of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.	• All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

LEA Procedures/Polices for External Providers

Level I	Level II	Level III
• The LEA has not fully developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists	• The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy is too general.	• The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers.

LEA Integration of Services

Level I	Level II	Level III
• The LEA has integrated few or no resources to support the selected intervention model.	• The LEA has integrated limited resources to support the selected intervention model.	• The LEA has fully integrated multiple resources to support the selected intervention model.

LEA Modification of Policies and Procedures

Level I	Level II	Level III
• The LEA has provided little to no policy change to enable schools to implement the selected intervention model.	• The LEA has provided some policy change to enable schools to implement interventions.	• The LEA has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.

LEA Sustainability

Level I	Level II	Level III
• The LEA has addressed few or none of the indicators of sustainability.	• The LEA has addressed most of the indicators of sustainability.	• The LEA has fully and thoughtfully addressed all the indicators of sustainability.

LEA Application for Tier III Schools

Level I	Level II	Level III
• The LEA has addressed few or none of the requirements of the Tier III application.	• The LEA has addressed most of the Tier III application requirements.	• The LEA has fully and thoughtfully addressed all the Tier III application requirements.

School Needs Assessment and Identification of Intervention Model

Level 1	Level II	Level III
• Data sources used in analysis or summary of analysis is nonexistent or minimal. • Needs assessment provided by external evaluator was not considered. (If applicable.) • The identified model is not supported by the data analysis or needs assessment or is minimally supported.	• Few data sources were used in analysis or analysis is lacking. • Needs assessment provided by external evaluator was minimally integrated into the overall data analysis. (If applicable.) • The identified model is partially supported by the data analysis and needs assessment.	• Multiple data sources were used and have been summarized into a meaningful analysis. • Needs assessment provided by external evaluator was fully and thoughtfully implemented into the overall data analysis. (If applicable.) • The identified model is fully supported by the data analysis and needs assessment.

School SMART Goals

Level I	Level II	Level III
• Goals do not include or include few components of SMART goals: specific, measurable, attainable, results driven, and time bound.	• Goals include most components of SMART goals: specific, measurable, attainable, results driven, and time bound.	• Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time bound.

School Action Plan

Level I	Level II	Level III
• The Action Plan is not complete or does not provide adequate information regarding the intervention model.	• The Action Plan adequately addresses most of the requirements of the intervention model.	• The Action Plan fully addresses all the requirements of the intervention model.

LEA/School Budget Summary*

Level I	Level II	Level III
• Few or none of the required budget criteria are adequately addressed. • Few or none of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has not sufficiently funded the required components of the chosen intervention model.	• Most of the required budget criteria have been adequately addressed. • Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.	• All required budget criteria have been adequately addressed. • All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. • The LEA has sufficiently funded all of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources.

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