OKLAHOMA LEA
APPLICATION INSTRUCTIONS
FY2015 & FY2016
SCHOOL IMPROVEMENT GRANTS 1003(g)

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

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through state educational agencies (SEAs) to local educational agencies (LEAs).

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

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

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

1. The school must have a sufficient proportion of their student population belong to at least one of the focus-eligible subgroups.
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   a. The school's performance on federally required reading and math assessments (i.e., Reading and Math in grades 3-8, Algebra I, and English II) for a focus-eligible subgroup is at or below the focus cut score for that year and subgroup, or

b. The average of the school's graduation rates for a focus-eligible subgroup from the three most recently reported school years is at or below the focus graduation cut for that year and subgroup, unless the school's graduation rate has significantly improved during that time.

3. The school is not already identified as a Priority school.

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

SIX INTERVENTION MODELS:

Any Priority and/or Focus Schools an LEA chooses to serve must implement one of six school intervention models: turnaround model, restart model, school closure, transformation model, evidenced-based, whole-school reform, or early learning model. A more detailed description of each model can be found in Appendix A of this application.

Turnaround model – Replace the principal (although a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years may be retained, if agreed upon by the LEA, SEA, and USDE), rehire no more than 50% of the staff, and grant greater autonomy to the principal.
Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

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

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

Transformation model - Implement each of the following strategies: (1) replace the principal (although a principal recently hired where a turnaround, restart, or transformation was instituted in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE) and implement a rigorous staff evaluation and development system; (2) institute comprehensive instructional reforms; (3) increase learning time and apply community-oriented schools strategies; (4) reward staff who increase student achievement and graduation rates and remove staff who have not improved after ample opportunity; and (4) provide operational flexibility and sustained support.
Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

Evidence-based, whole-school reform model –**Only the approved models listed on United States Department of Education's webpage can be adopted.** This information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html. Under the final requirements, an evidence based, whole school reform model: (1) Is supported by evidence of effectiveness, which must include at least one study of the model that (A) Meets What Works Clearinghouse evidence standards with or without reservation; (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and (c) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section); (2) Is a whole-school reform model as defined in these requirements; and (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Early learning model: Implement each of the following strategies: (A) Offer full-day Kindergarten; (B) Establish or expand a high-quality preschool program (as defined in these requirements); (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; (3) Replace the principal (although a principal recently hired in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE); (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals; (5) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system; (7) Use data to identify and implement an instructional program; (8) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

TURNAROUND OFFICE(R)

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

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

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

Collaboration Time – LEAs must provide at least 90 minutes of scheduled and protected collaboration time per week for each teacher in a Priority and/or Focus School.

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

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

Resources and meetings – LEAs must utilize the OSDE's State System of Support for technical assistance. The SEA Office of School Turnaround will provide support and perform site visits at each Priority and/or Focus School receiving 1003(g) funds. The primary function of SEA site visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. Priority Schools and Focus Schools will be required to utilize a Web-based

integrated planning tool. This online planning and coaching tool will allow the SEA to continuously monitor a school's progress toward goals. The coaching feature of this online system also provides opportunities for Priority Schools and Focus Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools and Focus Schools will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators. At least twice a year, the SEA will conduct a meeting for all SIG cohort groups to provide additional PD and allow networking among all Priority Schools and Focus Schools receiving 1003(g) funds.

REQUIRED APPLICATION COMPONENTS

Instructions for completing the LEA application should be carefully read and followed. **Only complete applications will be submitted to the review team.**

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

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

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than **Wednesday, December 14, 2016 at close of business**. Grant applications may be submitted electronically, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:
- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)
- No signature or signatures are not original

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

> **OSDE strongly prefers to receive an LEA's FY2015/2016 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2015/2016 application to beth.steele@sde.ok.gov. In addition, the LEA must submit a paper copy signed by the LEA's authorized representatives to the contact listed on the Oklahoma LEA application.*

All grant applicants will be notified on Friday, February 24, 2017. Applicants may be partially or fully funded, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring expenditures.
Expenditures incurred before approval are not reimbursable.

APPLICATION RESOURCES

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

APPLICATION REVIEW

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

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

> Beth Steele, Director of School Improvement Grants, Office of School Support
> beth.steele@sde.ok.gov

(405) 521-2809

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA SECTION

LEA APPLICATION CHECKLIST

LEAs applying for 1003(g) funds must complete the LEA section of the application and submit any required documentation (listed below as attachment). The LEA is required to only submit one (1) LEA section regardless of number of Priority and/or Focus Schools to be served.

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

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

Assurances –

    A. Sub-grantees will implement one of the intervention models, turnaround, transformation, restart, evidence-based, whole-school reform, early learning, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.

B. Sub-grantees will establish annual goals for student achievement on the state's academic assessments in reading/language arts, mathematics, and graduation rate (if applicable).

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

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

E. Sub-grantees will include in any contract with charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).

F. Sub-grantees will report school level data, including trend data over a number of years in the following areas:
   a. Number of minutes in the school year;
   b. Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
   c. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
   d. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
   e. Percentage of limited English proficient students who attain English language proficiency.
   f. Dropout rate;
   g. Graduation rate (if applicable);
   h. Student attendance rate;
   i. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
   j. Discipline incidents;
   k. Chronic absenteeism rates;
   l. Postsecondary student enrollment; and
   m. Teacher attendance rate.

G. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
   a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
   b. Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and

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

H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an online integrated planning and coaching tool.

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

J. Sub-grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.

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

SCHOOLS TO BE SERVED

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

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2013 funds. In the second chart, the LEAs must list all schools within the LEA that are being served with FY2014 funds. In the third chart, the LEA must list all schools that are eligible to receive FY2015/2016 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority and/or Focus School is eligible, but is not applying for FY2015/2016 SIG 1003(g) funds, the LEA must check column marked "Will Not Be Served" and include them in the final chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools and Focus Schools. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

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

LEA CAPACITY

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

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

If after SEA review of the claim of Lack of Capacity, the SEA determines an LEA has more capacity than it has claimed, the SEA will:
1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority Schools and Focus Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.	All Models
• If applicable, the LEA has outlined how it will modify one element to meet the intent and purpose of the original element in Title VI Subpart 1 or 2 of Part B (REAP Services).	Turnaround, and Transformation Models
• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
• Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf.	All Models
• The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.	All Models
• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf.	All Models
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
• The LEA has developed budgets for each of the years over the period	Turnaround,

of availability of the grant, not to exceed 5 years, that directly align to the activities and strategies stated in the plan.	Transformation, Restart, Early Learning
• The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.	Turnaround, Transformation, Restart, Early Learning
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority and/or Focus School to be served.	Turnaround, Transformation, Restart
• The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	Turnaround, Transformation, Restart
• The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics.	Turnaround, Transformation, Restart, Early Learning Model
• The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	Turnaround, Transformation, Restart, Early Learning
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
• The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools.	All Models
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart, Early Learning,
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
• The LEA completes the grant application within the timelines set forth in the application.	All Models
• Assurances are signed and submitted with the application.	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. Resources LEAs may consider when completing the Integration of Services Chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart, Early Learning	• Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	• Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	• Professional development in strategies for English language learners

LEA MODIFICATION OF POLICIES AND PROCEDURES

The LEA may need to modify its policies and practices to enable the schools to effectively implement the selected intervention models. LEAs must submit a narrative explaining its plans to modify policies or practices. Examples of modifications an LEA may make include providing

flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, and credit recovery programs).

LEA SUSTAINABILITY EFFORTS

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

LEA EFFECTIVE OVERSIGHT

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

LEA EVIDENCE-BASED STRATEGIES

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

LEA's ELIGIBLE FOR SERVICES UNDER REAP

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G)

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

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

APPLICATION COVER SHEET

For each Priority School and/or Focus School served, the LEA should provide an application cover sheet. LEAs should ensure all information provided is correct and complete.

SCHOOL NEEDS ASSESSMENT

The LEA must describe how it has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority and/or Focus Schools.

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

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

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

LEA must provide in its summary of the data analysis:
- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

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

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

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

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

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

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

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

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

SCHOOL SMART GOALS

LEAs must establish annual goals for each of the years over the period of availability of the grant, not to exceed 5 years, for each Priority School and/or Focus School in the areas of reading, mathematics, and graduation rate (if applicable). These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

> **S**trategic and **S**pecific
> **M**easurable
> **A**ttainable
> **R**esults Based
> **T**ime Bound

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

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

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

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

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

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

Examples of SMART Goals –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2015-2016 school year, as evidenced by 75% or more of students scoring proficient or better on weekly standards-based assessments.

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

On the application, the LEA must identify annual SMART goals for each of the years over the period of availability of the grant, not to exceed five years, for each Priority School and/or Focus School in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include annual SMART goals for graduation rate for each of the years over the period of availability of the grant, not to exceed five years.

SCHOOL INTEGRATION OF SERVICES CHART

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

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

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart, Early Learning	- Stipends for teachers attending professional development - Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart, Early Learning	- Registration and travel for teachers attending National Conferences and Workshops - Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	- Professional development in strategies for English Language Learners

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, a Priority School and/or Focus School may also need to modify its policies and practices to enable the

school to effectively implement the selected intervention model. LEAs must submit a narrative explaining the school's plans to modify policies or practices. Examples of modifications a school may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for Priority Schools and/or Focus Schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs).

SCHOOL SUSTAINABILITY EFFORTS

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

SCHOOL ACTION PLAN FOR PLANNING/FULL YEAR ONE

According to Section J of the Guidance on FY2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:
- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures will be reviewed and determined as allowable if they 1) directly relate to the full and effective implementation of the intervention model; 2) address the needs identified by the LEA in the comprehensive needs assessment; 3) advance the overall goal of the SIG program and support the school goals as indicated in the SIG application; 4) represent a meaningful change that will help improve student achievement; 5) are supported by scientifically based research; 6) are reasonable and necessary as defined in the general cost principals governing the SIG program; and 7) are supplemental and in no way supplant funds.

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

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

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

The document is attached and also available at: http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

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

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for each of the years over the period of availability of the grant, not to exceed 5 years, for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

Action plans can be expanded as needed and should be submitted for each Priority School and/or Focus School.

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

BUDGET SECTION CHECKLIST

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

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

LEA BUDGET NARRATIVE

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

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

SCHOOL BUDGET NARRATIVE

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

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
- Provide <u>additional training</u> for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

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

LEA SUMMARY BUDGET AND JUSTIFICATION
Note: The period of availability of FY2015 & FY2016 school improvement funds for SEA and all of its LEAs is through September 30, 2021.   Because all funds have to be liquidated by September 30, 2021, final claims will need to be submitted no later than June 30, 2021.

2017-2018-Planning/Full Implementation
2018-2019-Full Implementation
2019-2020-Full Implementation
2020-2021-Sustainability

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

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2016 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.
Budgets submitted for Priority Schools and/or Focus Schools should **not** exceed the maximum allowable during each of the years over the period of availability of the grant for each identified school.

PLANNING/FULL IMPLEMENTATION YEAR ONE BUDGET

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

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

The document is attached and also available at: http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

LEA SECTION

Legal Name of Applicant: Macomb Elementary School	Applicant's Mailing Address: 365591 Highway 59B Macomb, Oklahoma 74852

Local Educational Agency Contact for the School Improvement Grant
Name: Mr. Matthew Riggs
Position and Office: Superintendent
Contact's Mailing Address: 36591 Highway 59B Macomb, Oklahoma 74852
Telephone: (405) 598-3892
Fax: (405) 598-8041
Email address: mriggs@macomb.k12.ok.us

Superintendent (Printed Name): Matthew Riggs	Telephone: 1 (580) 272-7386
Signature of the Superintendent X_____	Date: December 14, 2016
The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.	

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

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

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

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

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

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

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

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

H. Sub-grantees must ensure that any school receiving 1003(g) funds and does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.

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

J. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-

grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

E In
_____

Signature of Superintendent   Date

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

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

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

Schools served with FY2014 Funds (*add more rows as needed):*

School Name	NCES ID #	Priority	Focus	INTERVENTION MODEL						
				Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served

Schools eligible for FY2015/FY2016 Funds: *add more rows as needed.*

School Name	NCES		INTERVENTION MODEL

	ID #	Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Macomb Elementary School	401866000884	X					X			

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

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

LEA CAPACITY

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

Indicators	LEA Narrative
• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.	Macomb Elementary School will be implementing the Transformation Model. We have designed a timeline for success and have determined the people we need to provide leadership for all elements and interventions.

• The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable.	Our district does receive Title VI and will modify one element of the transformation model by keeping the current principal in place as the elementary principal. This will meet the intent of the original purpose of the grant.
• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	Our district included stakeholders from the following: teachers, parents, administrators, students, school support team leaders, support staff, Board members and community members. Meetings were held to develop a plan of action understanding the level of commitment that is needed from all stakeholders not only to implement the transformation but to sustain the anticipated success. Data showed a critical need for improvement in the areas of reading and math. A school improvement committee was formed and the decision made to pursue SIG funding. Based on feedback, the Transformation Model was chosen as most appropriate.
• Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf.	Macomb Elementary teachers are all Highly Qualified with 13 certified teachers. 8 teachers have a BA degree and 5 have a Masters degree. Two administrators also have Master's Degrees and 25 plus years of experience. The person selected as our Turnaround Officer, Caraline Beauchamp, will meet the competencies as outlined in this grant.

• The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.	Macomb Elementary is in a rural setting with 2 main sites. The 5 year trend data shows a decline in test scores along with parent engagement issues. With the current elementary principal, Janet Turner, we are anticipating great gains with her leadership toward increased academic achievement, as well as, improvement with family/ community engagement and climate/culture.
• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/ Turnaround_Leader_Competencies.pdf.	The district currently has Janet Turner as the elementary principal. Ms. Turner has a Bachelor's Degree in Elementary Education and also received a Master's Degree in Elementary School Principal from East Central University. A strong advocate of authentic teaching and learning, she motivates her teachers to teach students to explore, discuss, and construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to each learner.
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	The Board, Superintendent, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-8th and are using data, the Grants Management System, Office of Educational Quality & Accountability Performance Review

	Planning Guide results, as well as the Oklahoma Nine Essential Elements and What Works surveys to assist us in the decision making process toward reform. After analyzing and reviewing data and personnel, we selected the Transformation Model for Macomb Elementary.
• The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan.	Budgets have been created using data and proposals from outside vendors to support each element of the four year plan, including salaries for the turnaround officer (.5) and instructional specialist (.5), a reading specialist, a math specialist, and a parent liaison, professional development stipends, professional development training fees, technical assistance, and coaching. All budgeted items are aligned with the grant requirements and were selected to meet identified needs toward improvement.
• 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 implementation of a turnaround officer will be essential for effective monitoring. The turnaround officer will be located on site so monitoring will occur daily. In addition, the OSDE School Improvement Team will conduct on site visits, Data Reviews and provide feedback and training when appropriate. The external provider will also provide progress monitoring systems and support.
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each	The LEA will implement extended time to the school day beginning with the

identified Priority School and/or Focus School to be served.	2017-2018 school year. Through this implementation, an additional 6 days will be added to the school year and 10 minutes of instructional time will be added to each day. In addition, after school tutoring will be provided as well.
• The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	The person selected as our Turnaround Officer, Caraline Beauchamp, will meet the competencies as outlined in this grant. She is a highly-motivated, effective, organized, and determined individual that can monitor the program for success. She seeks out training and is focused on increased academic achievement. She has also facilitated PLC's, training sessions, conducted data reviews, and mentored teachers and staff in her current school.
• The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics.	The LEA will provide a minimum of 90 minutes weekly for student focused teacher collaboration. We are currently planning to implement PLC's from 7:45-9:15 that will provide teachers the time to collaborate and focus on student data and needs.
• The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	Caraline Beauchamp was selected as the Turnaround Officer for Macomb Elementary. She will work with the superintendent, principal, district leadership, and school improvement team to manage, oversee, and monitor the implementation of the School Improvement Grant. She will support day-to-day needs of the school, discuss progress, and identify and overcome barriers to

	implementation. In addition, she will ensure alignment between the activities of the OSDE (Liaison), School district initiatives, and providers.
• 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 finding surrounding those grants. We currently have Title I, Title II, Title VII and upcoming Priority Funds.
• The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools.	Macomb Elementary conducted needs assessments using the Office of Educational Quality and Accountability surveys, Oklahoma Nine Essential Elements survey for parents, community members, and teachers. Marzano's What Works Surveys were administered with all students in grades K-8. Teacher, parent, community, and student survey results were used to design, support, monitor, and implement the strategies needed and support the Transformation Model.
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	The Transformation Model will be sustained with our Title funds, E-Rate funds and funds/materials from Citizen's Potawatomie Tribe. We will also continue to look for new funding sources. We will ensure our newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement by using a "train-the-trainers" model during the funding years

	and after with our district lead teachers and administration.
• The LEA completed the grant application within the timelines set forth in the application.	The grant application will be submitted on or before December 14, 2016.
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 for this site.

NOTE: If after SEA review of the claim of Lack of Capacity and the required Capacity Chart above, the SEA determines an LEA has more capacity than it has claimed, the SEA will:
1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority and/or Focus Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

Provide in the space below a detailed justification for the selection of providers that includes the following information:
• Documentation of research proven history of success working with the LEA, school or particular population;
• Alignment of external provider and existing LEA services or initiatives; and

• Capacity of external provider to serve the identified Priority Schools and/or Focus Schools and their selected intervention models.
• Data-based evidence of success working with similar populations.

Collier Education Consulting, LLC, dba Educational Consulting Service (ECS), Kim Collier, M.Ed., was selected as the external provider to provide technical assistance and on-site training in research-based effective teaching strategies and differentiated instruction, classroom coaching, analyzing and using

schoolwide data systems and classroom data systems, creating and analyzing formative assessments, and support with teacher and administration effectiveness at Macomb Elementary School (PK-8). Ms. Collier has provided professional development to Macomb schools during a cohort training in August and many years of success in assisting similar districts/schools in reform and developing systemic change to improve and sustain student achievement. She has been an external provider for hundreds of schools in the state of Oklahoma, as well as schools in Chicago, Texas, New Mexico, Arizona, and Arkansas. She has also served as the external provider for 6 School Improvement Grant (SIG) schools. In addition, she is an expert and certified trainer in the Effective Schools reform model, as the former lead administrator for the Center for Effective Schools with the University of Oklahoma, and Curriculum Alignment and Mapping under Dr. Heidi Hayes Jacob. In addition, she is a national consultant and works with districts to provide Train the Trainer programs for sustainability and reform. Her services will include data analysis, disaggregation, and reflection processes to drive improvement, leadership building/mentoring, building Professional Learning Communities, professional development focused on differentiated instruction and that is job-embedded, classroom observation and coaching, professional resource development, understanding how to use research and building research-based systems, and implementation assessment of effective practices. The Balanced Literacy Framework and Gradual Release of Responsibility Model will also be used for professional development to impact student reading achievement. In addition, STEM strategies will be utilized to impact math, science, technology, and reading achievement. Kagan strategies to support differentiation and increase student engagement will be implemented as well. Ms. Collier is trained in STEM and Kagan.

Kim Collier holds a Master's Degree in Education with emphasis on Reading Education from the University of Central Oklahoma and a Bachelor of Science degree in Social Work from Oklahoma Christian University. Kim has been in education for over twenty-seven years and is the Founder and Executive for Educational Consulting Services. She leads a comprehensive Pre-K-12 organization dedicated to school improvement and believes that effective teachers are critical to children's success in school and schools that provide good teaching are led by effective principals.

Prior to that Kim worked at the University of Oklahoma College of Continuing Education Center for Effective Schools as a Senior Program Development Specialist. Her primary responsibilities included providing technical assistance and training for schools in need of improvement, conducting training seminars and workshops on the Effective Schools Process, Comprehensive Reading and Math Instruction, Learning Styles, Curriculum Alignment and Mapping, Data Analysis and Assessment, Coordinating National, State, and District Standards, Test Preparation, Parental Outreach and Involvement, Building Learning Communities, Grant Writing and developing training materials for superintendents, administrators, teachers, paraprofessionals, and parents.

Before joining the University of Oklahoma, Kim worked for the Oklahoma State Department of Education as Title I Director of School Support. She was responsible for identifying and providing support for high-poverty Title I schools working toward comprehensive school reform, establishing programs for at-risk students, and coordinating training for school support teams for schools in need of improvement.

Collier has also worked in the private sector as an educational and technology consultant with Scott Foresman Publishers. Some of her responsibilities included educational presentations at national and state conventions and working with curriculum supervisors to coordinate district and national standards.

Kim has taught second and fourth grade and Kindergarten through twelfth grade reading students. During that time she has presented at the International Reading Association conference, Oklahoma Reading

Association, Tulsa Reading Council, National Council for Teachers of Mathematics, National Science Teachers Association, National Title I conference and the U.S. Department of Education Improving America's Schools Regional conference. She received the Distinguished Service Award, Teacher Excellence Award, and was nominated for the Presidential Awards for Excellence in Mathematics and Science Teaching.

Currently, Kim conducts numerous seminars and training workshops on Comprehensive Reading and Math Instruction and Interventions, Behavior Management, Effective Professional Development, Team Building, The Change Process, Developing Strong Instructional Leaders, Developing Professional Learning Communities, Teaching Students Through Individualized Learning Styles, Multiple Intelligences, Brain Compatible Instruction, Differentiated Instruction and Project-Based Learning, Curriculum Alignment and Mapping, Data Systems, Data Analysis and Assessment, Creating Common Formative Assessments, Using Technology Programs to Create Benchmark and Formative Assessments, Response to Intervention (RTI), Singapore Math Strategies, STEM, Sheltered Instruction Observation Protocol (SIOP), English Language Learner Strategies, ELL Parent Courses, and Parental Involvement. She is a member of the International Reading Association Legislative Action Team, Literacy in Technology, Oklahoma Reading Association, National Council for Teachers of Mathematics, and The Mathematical Association of America. She has also served as a United States Delegate with the Ambassador's Program working with South Africa and the National Department of Education, READ Educational Trust, Universities of South Africa and educational leaders toward literacy reform.

District, School, Community, Faculty and student data will be analyzed at multiple points during the year to drive decisions needed toward improvement of building leadership, quality and effective professional development, coaching in classrooms, and continued data-driven decision making each year.

The success, expertise, and experience of this provider is well documented. All of the schools Kim has worked with have had gains (see below). Furthermore, she resides in this area of the state and can provide timely service.

ECS, Kim Collier, has provided technical assistance and training for districts/schools in Oklahoma from 2000-2016. Some of the results for years and services provided by ECS toward increased comprehensive reform and student academic achievement are listed as follows:

School Improvement Grant Schools:

Wanette Elementary, Wanette OK (2015-present/small rural school/high poverty) School Improvement Grant:

*2014-2015 to F Report Card Overall Grade – **F/55** (Beginning of Year 1 of the School Improvement Grant)*

*2015-2016 A to F Report Card Overall Grade – **C-/70** (End of Year 2 of the School Improvement Grant) **+15% Overall Growth from 2014 to 2016 on the A to F Report Card.***

Temple Elementary, Temple, OK (2015-present/small rural school/high poverty) School Improvement Grant:

2014-2015 A to F Report Card Overall Grade – F/50

*2015-2016 A to F Report Card Overall Grade – **D-/62** (Pre-implementation Year of the School*

Improvement Grant) **+12%** *Overall Growth from 2014 to 2016 on the A to F Report Card.*

Liberty Stem Academy, Sapulpa, OK (2014-present/small suburban school/high poverty) School Improvement Grant:

2013-2014 A to F Report Card Overall Grade – F/46 (Began working with Liberty Stem Academy prior to the School Improvement Grant in 2014-2015.)

2015-2016 A to F Report Card Overall Grade – **C+/78** *(Pre-implementation Year of the School Improvement Grant)* **+36%** *Overall Growth from 2014 to 2016 on the A to F Report Card.*

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	Salary for Pre-K teacher Salary for part time reading specialist Salary for reading para professional
Title II, Part A	Professional development
Title III, Part A	Not applicable to this district
Title VI, Subpart 1 or 2 of Part B, if applicable	Salaries for Kindergarten teacher
Other Federal Resources • *School Improvement* • *Title VII Indian Education*	K20 Center NWEA Test Reading para professional Summer professional development Materials for reading and math Supplies Professional development stipends
State Resources • Reading Sufficiency Funds	Remediation
Local Resources •	Full Day Kindergarten

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

The district has established a Superintendent's Advisory Council:

- *Matt Riggs – Superintendent*
- *Janet Turner – Elementary Principal*
- *Jaclyn Young – Pre-K Teacher*
- *Kathy Moore – 1st grade Teacher*
- *Andrea Thomas – 4th grade Teacher*
- *Kelcey McAnulty – 5th grade Teacher*
- *Shawn McAnulty – 6th grade Teacher*
- *Lucas Cane – 7th-8th grade Teacher*
- *Kari Benson – Parent*

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

The team who reviews all prospective applicants for our school consists of the principal, superintendent, a team of educators and the turnaround officer. This team works together to identify teachers with the potential for success in a small rural school district. We all share the same goal of hiring highly qualified, positive, energetic educators who care about children.

Macomb will need to modify its policies and practices to enable Macomb Elementary to effectively implement the Transformation Model. Upon notification of grant recipients/award, we will implement the new policies that will include the following:
- *Adopt an extended learning year calendar for our school.*
- *Schedule protected collaboration time (90 minutes each week) to provide teachers extra time to monitor individual student progress, to conduct data analysis/reflections that will drive instruction and improvement, focus on results, and to participate in collaboration.*
- *Implement scheduling changes and flexibility to enhance and extend the school day (6 additional days added to the year and 10 minutes of instruction time added each day).*
- *Provide current staff development and training for each teacher.*
- *Ensure that all budgets will be aligned with school improvement efforts. This district has contracted with OSSBA and Tom Cameron to ensure that our policies are current and that we have an ongoing policy review system in place.*
- *Provide flexibility in hiring and retention practices at the site.*
- *The district has adopted policy for an evaluation instrument for both teachers (TLE) and administrators (McRel) which should help support the school improvement transformation.*
- *We will be working on policy for summer school and extended day.*
- *We will also have to adopt policy for performance based incentive bonuses as well as other policies required to implement this grant if we are successful.*

We will need to change the structure to increase learning (i.e. flex groups, RTI, team teaching, etc.), implement STEM strategies, create a parent/community technology hub,

> *implement student-led conferences, create a school-wide behavior plan, and build our parent and community engagement.*
>
> *The school level activities will include work products, professional development, instructional team meetings, and signed agreements to indicate support for this transformation model.*
>
> *The process at our school will be for the superintendent to place a modification or new policy or procedure on the board agenda and the Macomb Board of Education would then approve such based on the recommendation of the superintendent. We would address policy and/or procedures to recruit, screen, and select external providers, give more flexibility to our principal, extend our school day and any other area as it relates to this grant and the success of our students.*

LEA SUSTAINABILITY EFFORTS

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

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

effectiveness of the transformation model.

Teacher Collaboration and Planning:
Currently Macomb has an early start each week on allowing teachers a 45 minute PLC time for collaboration and teaming for producing effective delivery of instruction. If awarded the SIG grant a second 45 minutes would be included during each week.

Transition Plans:
Macomb Public Schools will require all new teachers to participate in professional development on the following topics to sustain reforms: Data analysis and disaggregation; Using data driven decision making ; Curriculum alignment and mapping; Differentiated Instructional Strategies; Understanding how to use Response to Intervention strategies and process; STEM strategies; Understanding how to work with children and families of poverty and creating a culture of change with our community; Macomb Public Schools Policies; and Mentorship for all new teachers. The district will continue to work to expand our partnership with East Central University, Seminole State College, and the Vo-Tech. We will continue our partnership with the Macomb First Baptist Church and Romulus Baptist Church, Boy and Girl Scout program, use our 21st Century Grant to foster relationships with community organizations to offer learning opportunities outside the traditional school day, continue to work with the Citizen's Potawatomie Tribe, which provides materials to enhance learning programs and facilities at our school. In addition, we will positively promote our school in the community through word of mouth, newspaper articles, and local news flyers to maximize the opportunities for our school and our students.

Strategic Planning Process:
Macomb Elementary will utilize the Grants Management System (GMS)to plan and monitor the school improvement interventions. The GMS tool provides a strategic planning process and structure for the school improvement efforts, including school-wide school improvement planning. The superintendent, principal, turnaround officer are being trained to use via webinars provided to us by the Oklahoma State Department of Education. Teachers will also be introduced to the Grants Management System during the SIG Academy (if the grant is awarded) and/or professional development days. Macomb Elementary is also using K 20 Center for on-site training and workshops to address strategic planning and implementation, and build professional learning communities. Furthermore, teachers at Macomb will participate in Professional Development beyond the mandated district opportunities that will focus on; • *Balanced Literacy*
 • *Guided Math Strategies* • *STEM* • *Marzano's Building Academic Vocabulary* • *Student Engagement (Kagan Strategies).*

Formative and Summative Data Collection:
Macomb Elementary has implemented the following procedures for continued and ongoing assessment of performance and implementation to serve as a guide for changes in the reform needed or to ensure sustainment of school improvements: Benchmark Assessment Tools (DIBELS, STAR Reading and Math), TLE observations and evaluations, Review summative data to identify achievement gaps, curriculum gaps, and to identify professional development needs.

Other Funding Sources:
The district receives Title I, Title II, Title VI and Title VII funding. The district is partnered with

the Citizen's Potawatomie Tribe that supplies materials to enhance our school. The Transformation Model will be sustained with our Title funds, E-Rate funds and funds/materials from Citizen's Potawatomie Tribe. We will also continue to look for new funding sources. These federal funds, along with any funds received from the tribe, will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that positively impacts student achievement. Our School Improvement Plan includes goals to improve reading, math, attendance, job-embedded professional development, parental involvement, community involvement, and school climate. These goals and focus areas work well with the goals of the Transformation Model. The goals and action plans are congruent with the purpose and goals of the School Improvement Grant Transformation Plan which includes a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.

LEA EFFECTIVE OVERSIGHT

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

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

Caraline Beauchamp was selected as the Turnaround Officer for Macomb Elementary and will meet the competencies as outlined in this grant. She has a Master's degree and has been a math and reading remediation specialist. Caraline brings much experience and is highly motivated, effective, organized, and determined individual that can monitor the program for success. She seeks out training opportunities and is focused on increased academic achievement with all students. She has also facilitated Professional Learning Communities, professional development trainings, and mentored teachers and staff in her current school. She is well organized and managed and communicates well with all stakeholders. In addition, Caraline has conducted data reviews, coaching with teachers, created benchmark assessments, and facilitated district-wide professional development. Caraline is very familiar with the Transfromation Model and knows what it takes to increase academic achievement. She will work with the superintendent, principal, district leadership, and school improvement team to manage, oversee, and monitor the implementation of the School Improvement Grant. She will support day-to-

day needs of the school, discuss progress, and identify and overcome barriers to implementation. In addition, she will ensure alignment between the activities of the OSDE (Liaison), School district initiatives, and external providers.

LEA IMPLEMENTATION OF EVIDENCED BASED STRATEGIES

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

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

After analyzing 5 year trend data (OCCT) and additional data, and conducting a Needs Assessment with students, teachers, parents,and community members, teachers indicated a need for collaboration time so we will be implementing Professional Learning Communities to fidelity to analyze data, focus on results, and collaborate. We will use Richard Dufour's Professional Learning Communities at Work Model (DuFour, 2006). The principal, Turnaround Officer, and External Provider will provide training and support to implement Professional Learning Communities with all teachers each week for 90 minutes. In addition, teachers and students indicated (using Oklahoma Nine Essential Survey and Marzano's Student Surveys)that engagement is low so we will use Differentiated Instructional strategies training and classroom coaching will be provided for all teachers, coaches, and administration (Tomlinson, 2001). Furthermore, a coaching model will be implemented with all teachers to improve instruction and student learning needs. On the 2016 OCCT, using the All Students subgroup, grades 3rd, 4th, 5th,6th and 8th were far below the state average in reading. However, 7th grade was 78% proficient overall. Grades 3rd, 4th, 5th,7th, 6th and 8th were below state average in math. ECS will implement a coaching and professional development model and provide a weekly on-site coach to use a "Train the Trainer" model with Reading and Math Instructional Coaches and to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, that student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools staff members build community. 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. 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. This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the TLE. This model will involve both regular observations and debriefing sessions and long-term development. Coaching visits will take place one day a week the first year of the grant (2017-2018), one day a week the second and third year of the grant (2018-2019/2019-2020), and one day a month through a "Train the Trainer" model working with the Instructional Specialists to build capacity and sustainability during the fourth year of the grant (2020-2021). An important component of this coaching model is for the coach to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determines if instruction is provided to the whole class, small groups, or peer lead. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught, formative and summative assessments, activities, materials, and resources used, and how students respond to the new skills and content matter, and if differentiation is utilized when delivering different teaching and learning approaches. Another important component of this model is the focus on the use of data in order to meet the learning needs of all students and improve effective classroom instruction. Weekly debriefing meetings focused on strategies to observe during walkthroughs with administration will be implemented as well, supporting the McREL evaluation model. A Train the Trainers model will be implemented with the Instructional Facilitator, and mentor teachers to provide continued sustainability with the coaching process. 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 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 on 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 principals of this coaching model is grounded in research on effective professional development and professional learning communities. In many

cases, the impact of coaching also 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). Along with coaching and using differentiation in the classrooms, we will use a Balanced Literacy Framework to improve literacy at Macomb. Balanced literacy is a process which involves teachers planning assessment-based instruction that incorporates research-based practices. Reutzel and Cooter (2000) state that balanced literacy programs teach students skills in reading and writing based on their individual needs and within the context of appropriately leveled reading materials of interest to the learner. In a balanced literacy framework, students participate in read alouds, shared reading, guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, and guided writing. During literacy there is a gradual release of responsibility over time as the student becomes more independent (Fisher, D. & Frey, N., 2008; National Reading Panel, 2000; Fountas and Pinnell, 2007; Block, Cathy Collins and Micheal Pressley, 2002; Beck, 2006; Torgesen, 2006).

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

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

Our district has chosen the Transformation Model. Our school is also a REAP school and therefore will modify the grant by keeping the current principal in place. Ms. Turner, our current elementary principal, has strong leadership skills and is capable of implementing the transformation and reform needed to meet the intent and purpose for change and increased academic achievement.

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

SCHOOL SECTION

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

School Name: Macomb Elementary Address: 365591 Highway 59B Macomb, Oklahoma 74852	SIG Site Contact: Matt Riggs Name & Position:Superintendent Phone#: 1 (580) 272-7386 Email Address:mriggs@macomb.k12.ok.us
Grade levels enrolled (SY14-15): PK-8	Number of Students Enrolled (SY14-15):

Title I Status:
___X_ Schoolwide Program
_____ Targeted Assistance Program
_____ Title I Eligible School

Intervention Model Selected:
_____ Turnaround Model
_____ Closure
_____ Restart
___X_ Transformation
_____ Early Learning
_____ Evidence-Based, Whole-School Reform

Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the years.

Year 1: SY 2017-18	**$499,802**
Year 2: SY 2018-19	**$495,830**
Year 3: SY 2019-20	**$486,830**
Year 4: SY 2020-21	**$265,830**
Total Amount of Funding Requested for this School	**$1,748,992**

SCHOOL NEEDS ASSESSMENT

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

The LEA has consulted with a Leadership Team of teachers from the site, the entire faculty, community representatives, BOE representatives for the site and parents through meetings, surveys, and Macomb's Board of Education. Data was analyzed and used for decision making. Marzano's Student Surveys and Oklahoma Nine Essentials Teacher, Parent, and Community Member Surveys were administered to collect additional feedback and specific needs to share with all stakeholders. A SIG School Improvement Team and Superintendent's Advisory Team was created to assist Macomb Elementary with improvement and reform strategies, research, application and transformation needed.

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, Trend, and Cohort Data	Professional Development	Attendance
Oklahoma School A to F Report Card	Self-Assessment	Ethnicity
9 Essential Elements	Teacher Surveys	Special Needs/Services
Student Assessments/Benchmarks	Student Surveys	Gender

| Weakest to Strongest Analysis | Parent Surveys | Discipline and Mobility |

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

Name	Title	Stakeholder Group
Matthew Riggs	Superintendent	Macomb Public Schools
Janet Turner	Elementary Principal	Macomb Public Schools
Steve Martine	High School Principal	Macomb Public School
Lucas Cane	Teacher	Macomb Public School
Jacylyn Young	Teacher	Macomb Public School
Sara Haight	Teacher	Macomb Public School
Kelcy McAnulty	Teacher	Macomb Public School
Shawn McAnulty	Teacher	Macomb Public School
Shannon Browning	21st Century Program Director/Technology Teacher	Macomb Public School
Kim Collier	External Provider	Collier Education Consulting LLC

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

The Superintendent, principals, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-8th grades and are using the Grants Management System, as well as the Oklahoma Nine Essential Elements to assist us in the decision making process toward reform. After analyzing and reviewing data and personnel to determine specific needs for improvement, we selected the Transformation Model for Macomb Elementary. Parents, teachers, and students were surveyed to provide additional perception data to drive decisions. Macomb Public Schools used the services of the Office of Equality and Accountability to compile trend and cohort data last year, as well as teachers, principal, and district administration analyzing OCCT, attendance, discipline, and formative assessments, including benchmark data this year. Kim Collier, Collier Education Consulting, compiled all the Marzano What Works student surveys data. After the data was collected and analyzed, teams worked to identify specific areas in need, both academic and behavioral. Research began to identify scientifically research based strategies to improve teaching and learning, including climate and culture, student engagement, and family and community involvement. Meetings were conducted to meet with BOE, teachers, and parents.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
School Profile: Includes student and staff data	Macomb has a student population comprised of 79% Caucasian, 2% Black, 6%, and 17% Native American. The teaching staff consists of 13 highly qualified teachers with 5 teachers with advanced degrees.
Curriculum: Includes academic expectations, alignment to Oklahoma Academic Standards, and the process to monitor, evaluate and review curriculum	The curriculum we use in Reading for 1st -6th is StoryTown by Harcourt. Pre-K uses teacher made curriculum, and KG uses Saxon Phonics. The curriculum we use for Math is Math Connects by Houghton/Mifflin for grades 2nd -6th. First Grade & KG use Saxon Math and Pre-K uses teacher made curriculum. Our expectation is that all curriculum will be aligned with the Oklahoma Academic Standards (OAS). Curriculum Pacing Guides will be created aligned with OAS and data. Curriculum Alignment and Mapping and vertical alignment and reviews will be conducted to monitor, evaluate, and review curriculum. Benchmark results will also be used to monitor effectiveness of the curriculum/standards being implemented.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of assessment data	We will communicate high expectations for student performance with all stakeholders. We will establish a data room and have regularly scheduled faculty meetings designed to disaggregate student performance to ensure early identification and support for our students. We are working to align classroom assessments of student performance with written curriculum aligned to state standards. We will review and adjust student groups as achievement levels change. We need more fiscal resources to maximize student learning. We will work with Kim Collier to learn how to disaggregate student data and understand what is needed. We currently use DIBELS, Star Reading and Star Math for Benchmarking.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration	The leadership team and coaches will model strategies and encourage visits to other classrooms and other schools for our faculty. However, we need more professional development in this area. We will also use K20 consultants to provide technology training and coaching.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity	The school culture is in need of dramatic change at Macomb Elementary. Poverty is a great concern in our district and we need training to close barriers and reach our community. Professional Learning Communities have been implemented and a Mission/Vision has been established. Furthermore, we need technology and training to prepare our students for 21st century career and/or college readiness.

Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners	Teacher, Student, and Parent survey results indicate this is an area of great need. Macomb is in a rural area. One of our requests is to bring Parents/Community members to our campus as well as create a Wi-Fi hub to be placed in building on campus to let parents, community members, students use technology at our school and build a culture of community learning. We will also request a parent coordinator position to work daily with parents to increase their direct involvement in their child's education.
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process	We have a district Professional Development Team that develops the district plan. In addition Macomb will have Title I, 515 and if approved SIG dollars to use toward the specific needs of Macomb Elementary. Teacher leaders will be identified for additional training to provide the leadership needed to continue the services that initially would be funded by specialists under the SIG grant. We also will evaluate the professional development that is provided through surveys and reflection to assess effectiveness and needs.
Leadership: Includes process for decision making, policies and procedures, and the shared vision	The leadership at Macomb Elementary will focus efforts on engaging all staff in promoting the advancement of the goals set for in our SIG plan. Further, all teachers will be involved in the process of analyzing student achievement data and applying teaching strategies which demonstrate differentiated instruction. Weekly PLC meetings will be used to track school wide SMART goals and align teaching practices to meet increased benchmark targets as we strive to ensure the success of all students. Decisions regarding a plan for student success will include staff, parents, community partners and students.
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming	Title I dollars are used for professional development, resources and teachers. The building principal creates their own master schedule within the parameters of the district start and end time. Macomb will be given the autonomy to build the master schedule as it best fits the needs of the students. The principal will also have the choice to hire for open positions. Teaming is encouraged by district leadership, but each building has the ability to organize it to the best fit.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation	Under Ms. Turner's leadership and the Turnaround Officer, the PLC weekly meetings will use the DuFour model to focus on student data, progress monitoring, response to intervention, professional development and training, attendance, behavior, collaboration and alignment.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

The Superintendent, central administration, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-8th and are using the Grants Management System, as well as the Oklahoma Nine Essential Elements to assist us in the decision making process toward reform. Data showed a critical need for improvement in reading and math. A SIG Advisory Team was formed and the decision was made to pursue SIG funding. After analyzing and reviewing data and personnel to determine specific needs for improvement, we selected the Transformation Model for Macomb Elementary.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for five (5) consecutive years in Reading/Language Arts, Mathematics, and Graduation Rate (if applicable) for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2017-2018: All fay students in grades 3-8 at Macomb Elementary will improve by 8% or more from the results of the 2015-2016 Oklahoma Core Curriculum Test.
Goal for 2018-2019: All fay students in grades 3-8 at Macomb Elementary will improve by 8% or more from the results of the 2016-2017 Oklahoma Core Curriculum Test.
Goal for 2019-2020: All fay students in grades 3-8 at Macomb Elementary will improve by 8% or more from the results of the 2017-2018 Oklahoma Core Curriculum Test.
Goal for 2020-2021: All fay students in grades 3-8 at Macomb Elementary will improve by 8% or more from the results of the 2018-2019 Oklahoma Core Curriculum Test.
Rationale: Our goal at Macomb Elementary is to have all students become College and/or Career ready. An important step is for students to successfully reach and maintain proficiency or better scores on the state OCCT assessments.

SMART Mathematics Goals
Goal for 2017-2018: All fay students in grades 3-8 at Macomb Elementary will improve by 9% or more from the results of the 2015-2016 Oklahoma Core Curriculum Test.
Goal for 2018-2019: All fay students in grades 3-8 at Macomb Elementary will improve by 9% or more from the results of the 2016-2017 Oklahoma Core Curriculum Test.
Goal for 2019-2020: All fay students in grades 3-8 at Macomb Elementary will improve by 9% or more from the results of the 2017-2018 Oklahoma Core Curriculum Test.
Goal for 2020-2021: All fay students in grades 3-8 at Macomb Elementary will improve by 9% or more from the results of the 2018-2019 Oklahoma Core Curriculum Test.
Rationale: Our goal at Macomb Elementary is to have all students become College and/or Career ready. An important step is for students to successfully reach and maintain proficiency or better scores on the state OCCT assessments.

SMART Graduation Rate Goals	
Goal for 2017-2018: NA	
Goal for 2018-2019:	
Goal for 2019-2020:	
Goal for 2020-2021:	
Rationale:	

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	Salary for Pre-K teacher Salary for part time reading specialist Salary for reading para professional
Title II, Part A	Professional development
Title III, Part A	Not Applicable
Title VI, Subpart 1 or 2 of Part B, if applicable	Salaries for Kindergarten Teacher
Other Federal Resources • *List here.*	K20 Center NWEA Test Reading para professional Summer professional development Materials for reading and math Supplies Professional development stipends
State Resources • 515 School Improvement Funds • Reading Sufficiency Funds	Goals are to use 515 School Improvement funds for technical assistance and professional development. Reading Sufficiency funds are used for remediation.
Local Resources • *List here.*	Full Day Kindergarten

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

Macomb Public Schools will need to modify its policies and practices to enable Macomb Elementary to effectively and efficiently implement the Transformation Model. Upon notification of grant recipients/awards, we will implement the new policies that will include the following: adopting an extended learning year calendar

for our school, schedule protected collaboration time, provide flexibility in hiring and retention practices at the site, change the structure to increase learning (i.e. flex groups, RTI, team teaching, technology training,etc.), implement STEM strategies, parent/community technology wi-fi hub, student led conferencing, schoolwide behavior improvement plan, and student/family/community engagement. We will need policies and procedures to be able to reward staff who increase achievement (meet SMART Goals) and return the following year.

SCHOOL SUSTAINABILITY EFFORTS

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

All stakeholders were involved in the planning process. All faculty, staff and administrator work together and meet weekly in Professional Learning Communities. The analysis of what Macomb Elementary needs for improvement as well as transformation, have been discussed and reviewed during PLC's. The community stakeholders have had input through our regular meetings, including Board meetings, as we have analyzed the data and worked to identify research based strategies and activities to achieve our goals. Our School Improvement Team has analyzed Macomb'Elementary's data, both academically and behaviorally, to determine which turnaround plan and what plan of action would best suit our needs. The Superintendent's Advisory team has net and focused on planning and setting goals for the school and district. These improvement plans, in conjunction with the School Improvement Team results and the outside stakeholder's input determined what our course of action and next steps will be.

Transition Plans/Professional Development:
Professional Development is a key as we strive to increase academic achievement and grow our community of learners. Each of our teachers will have PD in the areas of: Data Analysis, Curriculum Mapping and Alignment, Differentiated Instruction, STEM (Science, Technology, Engineering, and Mathematics), Response to Intervention (RTI), Student Engagement and Rigor, Student Led Conferencing, Family and Community Engagement, Understanding Poverty and the culture of our community, Technology use and coaching in classrooms, and Mentorship with New teachers will be reinforced and supported further with the instructional specialist and onsite career teachers. We will use Title money for this PD after the grant period is completed. Proper training is essential to the success of the comprehensive reform implemented with our school. We are actively recruiting high quality staff through Job Fairs and more effective job advertisements.

Collaboration:
Macomb Elementary has scheduled Professional Learning Communities each week for 45 minutes. The only adjustment will be to add an additional 45 minutes each week for a total of 90 minutes of PLC time each week. Data The LEA currently uses ALCA as a data warehouse. We will use our 5 Day SIG Academy, PLC's and 5 On site Professional Development days to analyze our assessments as well as state testing and Literacy First Benchmarks. Other Funding Sources We use our Title funds to fund the paraprofessional, Professional Development and resources. We have used Reading Sufficiency funds to fund after-school programs to improve reading and we have received a 21st Century Grant to ensure we can meet the needs of all our students through after-school programs and extended year programs. We are striving to become a STEM school and will seek additional funding for math and science Professional Development to improve our teachers' abilities to instruct their class at a higher level.

Schoolwide Plan:
Our goals are to improve reading, math, attendance, job-embedded professional development, technology integration, parental and community involvement and school climate. These goals align with our School Improvement Grant Transformation Model plan

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

In the space below, provide a narrative that describes, in detail:
1. How the school involved and received commitment of support from all stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
2. The school' plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model.

Macomb Elementary has a dramatic need to increase our family/community engagement. During our Year 1 of Planning, we will use our Parent Liaison to networking with professionals and fellow parents, equip parents with educational strategies, and providing access to community resources, including a Wi-Fi hub housed on campus to enrich the lives of children by providing parents with technology support. Furthermore, our parent strategies and Wi-Fi hub will help increase levels of engagement in the home, thus impacting student academia and success in school. Our goal is to empower parents to become full partners in their child's education and

bridge the home to school connection. Internet safety, STEM engagement, and others strategies will also be provided for our parents, including Literacy and Math Nights at least once per year. Upon completion of the grant teachers and community members will provide the support needed to sustain parent training and the Wi-Fi hub. Surveys/Reflections will be collected at the conclusion of trainings to assess the needs and implementation of the provided information. We will utilize technology to empower our parents to communicate more efficiently with the school and community. A "Hub" will be placed in a building on campus that would allow parents access to technology via WI-FI and computer usage to communicate with the school (teachers, administrators, students, etc.) and receive information, view student progress, work samples, resources, etc. STEM Parent nights will be scheduled throughout the year as well.

SCHOOL ACTION PLAN

For each Priority and/or Focus School, complete an annual action plan for each year over the period of availability of the grant for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

If awarded the School Improvement Grant Year 1 will be focused on strategic planning, technology integration, creating job-embedded professional development using DuFour's PLC Model, working with families and communities and Board Policies and changes. The SIG Leadership Team will meet each month or as needed to prepare for the school reform. Teachers, parents, students, administration, Board members, and community members will participate in meetings concerning transformation. Administration and teachers will participate in Professional Learning Communities focused on data, collaboration, and results. Data Walls and Word Walls will be developed for all classrooms. Professional development will focus on guided reading and math strategies, working in PLC's, understanding and using data to produce results. District will provide professional development as well as Collier Education Consulting. K 20 Center will provide monthly technology training and coaching in classrooms. Integration of the 21st Century Grant with SIG will also be implemented.

Year 2 of the School Improvement Grant will focus on creating effective data systems, such as an Early Warning System, using data to drive instruction, job-embedded professional development and coaching in classrooms, and build the Train the Trainer Model with the Instructional Specialist/Data Coach to build sustainability during year 3 and 4. Collier Education Consulting will continue to provide technical assistance and training focused on reading and math research based practices and strategies, including response to intervention strategies and coaching in classrooms. K 20 Center will continue to provide training and coaching in classrooms and during PLC's to improve instruction and learning using technology. Continued implementation of the 21st Century Grant with SIG.

Year 3 and 4 will focus on the areas listed above to implement with fidelity and consistency.(See below for further details and annual action plan for each year of the grant).

Name of School:			
Turnaround Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.			

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
   A) Screen all existing staff and rehire no more than 50 percent; and
   B) Select new staff.			

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.			
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			

Name of School:			
Turnaround Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with state academic standards.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.			

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)
Name of School:			
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.	We are a REAP school and will not be replacing the current principal, Janet Turner.	October 14, 2016	Matthew Riggs, Superintendent
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 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.	This district has selected the Tulsa Model for Teacher Observation and Evaluation (TLE) Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. We will continue training provided by the State Department of Education on this model. Kim Collier will provide on-going support on-site for school administrators (setting goals, focus on change, managing leadership, building community, etc.). She will also support on-site training for teachers on the TLE evaluation system as well as the principal. This model was developed by Oklahoma teachers. It takes into account data on student growth as well as other factors such as multiple observations based assessments of performance and ongoing collections of professional practice reflective of student achievement. It was designed and developed with teacher and principal involvement and all of our teachers and administrators will have extensive training using this evaluation	July 2016, August2016-May 2016, 2017, 2018, 2019, 2020 during the 5 Day SIG Academy (July 17, 2017-july 21, 2017) and throughout the year	Matthew Riggs, Superintendent Janet Turner,Elementary Principal Kim Collier, External Provider Oklahoma State Department of Education

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	method. Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the TLE teacher performance rubric. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team have reviewed performance based teacher evaluation instruments, including the research behind the Tulsa Model. 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. Teachers will have the opportunity to be trained with this evaluation model during the 5 Day SIG Academy and in PLC's when appropriate. When a teacher does not meet or exceed the goals set by the evaluation, the principal will clearly communicate expectations to them and hold them accountable if expectations are not met. This will be accomplished through	2017-2018 5 Day SIG Academy (July 17-21, 2017) 2018-2019 5 Day SIG Academy (July, 2018) 2019-2020 5 Day SIG Academy	Janet Turner, Principal Kim Collier, External Provider

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	documentation, communication of evaluation results and providing a plan of improvement prior to considering exiting the teacher. Training will be ongoing to monitor the effective use of the data and to determine interventions, student growth and effective instructional practice by teachers and administrators. Our principals will be evaluated using the McRel system. Leadership will be evaluated annually to determine effectiveness. The evaluation will include a rubric model to determine effectiveness in the following areas: 1. Strategic Leadership – School vision, mission and strategic goals, leading change, school improvement plan and distributive leadership 2. Instructional Leadership – Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time. 3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment. 4. Human Resource Leadership – Professional development/learning communities, recruiting, hiring, placing and mentoring staff, teacher and staff evaluations. 5. Managerial	(July, 2019) 2020-2021 5 Day SIG Academy (July, 2020) 2017-September, 2021: September, December, and March of each year for MCREL meetings (setting goals, strategies, timelines, monitoring results, etc.)	Matthew Riggs, Superintendent Janet Turner, Elementary Principal Kim Collier, External Provider

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff. 6. External Development of Leadership – Parent and community involvement and outreach. 7. Micro-Political Leadership – School executive, Micro-Political leadership. 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 and State 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. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations. Ms. Kim Collier will provide on-going on-site support for the principal in the administrative		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	evaluation system (McREL).		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	Teacher Merit Pay Component: All certified staff will receive merit pay based on increases in Reading and/or Math SMART Goals. Support Staff Merit Pay Component: All support staff will receive merit pay based on increases in Reading and/or Math SMART Goals. The justification for all certified staff, including the administrators, and for all support staff to receive merit pay is that the principals, along with other specialist and support staff, will be working directly with certified teachers, paraprofessional, the School Improvement Team, the Superintendent's Advisory Team and students to implement all aspects of the Transformation. We will monitor this by making sure that the SMART Goals are utilized to determine awards. Documentation, including sign-in sheets, OCCT results, Expenditure Reports and Agendas will be maintained. The Macomb Board of Education will work to secure corporate sponsorship and/or assistance from organizations and community members to continue these awards. Effort will be made to secure adequate funding to continue providing merit pay beyond the funding period of the grant. If we are fortunate enough to receive these funds, we feel we would be able to retain our	August 2018, 2019, 2020, 2021	Matthew Riggs, Superintendent Janet Turner, Principal Caraline Beauchamp, Turnaroud 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)
Name of School:			
	teachers and that would assist us with sustainability.		
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.	If our grant is approved, Macomb Elementary will be using Ms. Kim Collier of Educational Consulting Services, as the external provider using the Effective Schools model toward comprehensive reform and the professional development will be aligned with formative and summative data, including the state data (OCCT) and district benchmarks, student, teacher, and parent surveys, the Grants Management Tool, Oklahoma Nine Essential Elements and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided by Macomb teachers (building and promoting teachers as leaders) and district specialists. Ms. Kim Collier will provide the following: 1. Provides targeted technical assistance to build the	July, 2017-September, 2021	Kim Collier, External Provider K 20 Center, Professional Development Technology Provider Janet Turner, Principal Caraline Beauchamp, Turnaround Officer/Instructional Specialist and Data Coach

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	district's capacity for dramatic district and school improvement, including a 5 Day Teacher Academy, 5 Day on site Professional Development Days during the school year and a 5 Day New Teacher Academy. 2. Creates Data Systems to collect and use data driven decision making (Support of district data collection and analysis), Individual teacher data systems to monitor student growth, Data Walls in all classrooms and School Data Room, Individual Student Learning Plans, to monitor student attendance, academic data, behavior, etc.). 3. Provides job-embedded professional development aligned with formative and summative data, OCCT, district benchmark data, attendance, the Grants Management System (School Improvement Plan), and the Oklahoma Nine Essential Elements. 4. Supports the Teacher Leader Effectiveness Model and McREL principal evaluation processes. 5. Facilitates building Professional Learning Communities (PLC's) composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort and help to build capacity and sustainability toward improvement. Furthermore, in a PLC, collaboration	5 Day Academy- July 17-21, 2017, July, 2018, July, 2019, July, 2020, July, 2021 2017-2020: During PLC's each week and during PD days throughout each year; OSDE Data Reviews 2017-2021: During PLC's each week and during PD throughout each year. SIG Academies will also be used for Curriculum	

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	will represent a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. Members of a PLC will be focused on results and develop and pursue measurable improvement goals that are aligned to school and district goals for learning. 6. Implements a Train the Trainer model (Instructional Coaches) to provide sustainability for district reform and a coaching model (Teachers and Administrators) with onsite coaching to assist teachers and administrators by modeling best practice and differentiated instructional and STEM strategies in the classroom, providing mentoring and feedback sessions with instructional coaches, teachers and administrators. After year 1 of planning, coaching visits will take place twice a week to build capacity during Year 2 and 3 of the School Improvement Grant, once a week during Year 4 using the "Train the Trainer" Model to prepare for sustainability in Year 5. 7. Implements and provides training for conducting "Instructional Rounds" to enhance teacher interaction and self-reflection (The Marzano	July, 2017, 2018, 2019, and 2020 (5 days to be determined) 5 Days during the school year (August 1, 2017, August 7, 2017, September 25, 2017, January 3, 2018, and February 19, 2018) 5 Day New Teacher	Kim Collier, External Provider

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	Observational Protocol) with teachers one day in the fall and one day in the spring). 8. Disaggregate and analyze both formative and summative data to drive improvement and transformation. 9. Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, and assess. 10. Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices. 11. Align the instructional delivery system within the school and classroom to meet individual learning needs of all students. 12. Align curriculum with existing standards (Oklahoma Academic Standards), and any additional standards to be developed by the OSDE, benchmarks and assessments. 13. 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. 14. Provide Differentiated Instructional strategies, and resources. training and coaching to meet learner needs (Tomlinson, 2001). 15. Provide STEM professional development and coaching in the classroom to build professional capacity among teachers, strong ties to	Academy (to be determined) All PD will be on-going through the years (2017-2021) during weekly PLC;s as well.	Caraline Beauchamp, Instructional Specialist Janet Turner, Principal

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	parents and community, a student centered learning climate, and instructional guidance for teachers. Furthermore, to integrate math, science, technology, and reading skills. 16. Student Led Conferencing to actively engage students in their learning process and increase parent involvement at conferences. 17. Balanced Literacy and Response to Intervention (RTI) to increase reading achievement and close gaps. 18. Provide "Working with Children of Poverty" professional development. 19. Provide scientifically research based math professional development and interventions Provide Marzano's Building Academic Vocabulary professional development and academic word walls in classrooms. 21. The External Provider, ECS, will also provide on-going professional development aligned with the Grants Management System, and student achievement data, as well as quarterly and yearly reports for accountability with the Superintendent, Principal, and OSDE team. Teacher and principal interviews, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching and leadership development, professional	1 Day in the Fall (Nov. 7, 2017) and 1 Day in the Spring (Feb. 16, 2018), Nov. 2018, Feb. 2019, Nov. 2019, Feb. 2020, Nov. 2020, Feb. 2021)	

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	development, and continued data-driven decision making. 22. The External Provider will be held accountable for producing results using student academic achievement with OCCT data. In order to determine professional development needed and aligned with the LEA's comprehensive school plan, four elements will be used. Faculty members completed Oklahoma Nine Essentials Survey. Students completed the Marzano's surveys. Data analyzed by the teachers, administrators, and the SIG School Improvement Team will also be utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job embedded professional development. Our school is very low income, therefore, the External Provider will also be using the following books: Working with Children of Poverty by Ruby Payne, Teaching with Poverty in Mind by Eric Jensen and Fulfilling the promise of the Differentiated Classroom by Carol Ann Tomlinson, to assist our staff in becoming more focused in how to deal with differences in children. ECS will implement a coaching	August, 2017-September, 2021	Kim Collier, ECS

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	and professional development model and provide a weekly on-site coach to use a "Train the Trainer" model with Reading and Math Instructional Coaches and Instructional Specialist/Data Coach to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, that student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools staff members build community. 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-	Train the Trainer (August, 2017 through September, 2021)	Kim Collier, External Provider Caraline Beauchamp, Turnaround Officer

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	generation (Flaherty, 1999) which builds capacity and leads to sustainability. 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. This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the TLE. This model will involve both regular observations and debriefing sessions and long-term development. Coaching visits will take place one day a week during year 1, 2,and 3 of the grant (2017-2018, 2018-19, 2019-20), and one day a month in 2020-2021, through a "Train the Trainer" model working with the Instructional Specialists to build capacity and sustainability during the fourth year of the grant (2020-2021). An important		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	component of this coaching model is for the coach to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determines if instruction is provided to the whole class, small groups, or peer lead. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught, formative and summative assessments, activities, materials, and resources used, and how students respond to the new skills and content matter, and if differentiation is utilized when delivering different teaching and learning approaches. Another important component of this model is the focus on the use of data in order to meet the learning needs of all students and improve effective classroom instruction. Weekly debriefing meetings focused on strategies to observe during walkthroughs with administration will be implemented as well, supporting the McREL evaluation model. A Train the Trainers model will be implemented w mentor teachers to provide continued sustainability with the coaching process.	Weekly on-site coaching (2017,2018,2019,and 2020	

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	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 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 on 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 principals of this coaching model is grounded in research on effective professional development and professional learning communities. In many cases, the impact of coaching also goes beyond improving content instruction. The conditions, behaviors, and instructional strategies required by the coaching program can affect the culture of a school embedding		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	instructional change to improve school based culture and conditions (Neufeld and Roper, 2003). ECS will also implement "Intsructional 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 a 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 feedback to the teacher being observed, although that 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 observer teachers that is the benefit for improvement. Furthermore, every teacher should 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 teacher to build sustainability. ECS Executive	Instructional rounds (November and February, 2017, 2018, 2019, 2020, and 2021)	Kim Collier, ECS Janet Turner, Principal Caraline Beauchamp, Turnaround Officer/Instructional Specialist

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	Director, Kim Collier, will provide additional coaching, mentoring and leadership development for the principal aligned with the McREL evaluation tool, walkthroughs, coaching debriefing sessions, modeling 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 ECS will provide on-going professional development aligned with the School Improvement Plan, Grants Management System, and student achievement data, as well as monthly, quarterly, and yearly reports for accountability with administration, Board members, Turnaround Officer, Parents, and OSDE team. Teacher and principal interviews, surveys, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching, leadership development, professional development, and continued data-driven decision making each year of the School Improvement Grant. Continued professional development will be provided for curriculum alignment and mapping as indicated in		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	the timeline. Alignment of curriculum, instruction, and assessment with standards is critical for increasing student achievement. Furthermore, description, scope, focus, articulation, organization and periodic assessment of student learning is integrated in this process. Instructional delivery (teaching and classroom management), Instructional fidelity, Instructional planning by teachers, Instructional time (within school day, length of day, days in school year) are aligned with the Transformation Model and our improvement strategies. In 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). Participants will also analyze data from multiple sources such as OCCT state data, District Benchmark data, subgroups, attendance, behavior, etc. to determine needs for Comprehensive Reform which will improve instruction and student learning. Furthermore, participants will continue to analyze data for progress		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement. 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. Student led conferencing and student sample work will also be utilized to improve achievement and parent engagement. In order for us to make sure that this Transformation Model has a significant effect on improving our elementary, we will continue to have meetings focused on " What Works" once a week to collaborate and communicate during PLC's with data, strategies, interventions/enrichment, results, etc.. This will give us an opportunity to self-correct if needed and to celebrate our accomplishments together. The K 20 Center will provide monthly training and coaching in classrooms to increase technology integration. Mobile digital technologies may have many capabilities; however, this does not mean that	August, 2017 through September, 2021	K 20 Center Consultant

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	they will be used effectively. Even teachers who use mobile technologies for social networking and entertainment may not have a frame of reference for using them for educational purposes. Researchers have found that one of the main barriers to effective mlearning in schools is the lack of teacher training (namely, Crow et al. 2010, Cheon et al. 2012). Both on-site hands-on professional development as well as virtual follow-up activities that support continued development are necessary, especially to keep pace with teachers' changing abilities for classroom integration and curriculum innovation (Martin et al. 2010). The principal will also be held to a set of performance standards that will include ensuring that the school is performing at expected achievement levels. The leader will be required to reach the district standard for effectiveness. A principal who does not attain these standards will be counseled toward the appropriate level of development, but will be exited if they do not reach expectations.	1 Day per month (2017, 2018, 2019, 2020)	K 20 Center consultant

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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.	The district will implement a Train the Trainers Model in order to provide opportunities for career growth. We have a teacher evaluation system (TLE) in order to provide teachers with positive reinforcement and validation. We will implement a performance-based incentive program for all staff. Incentive bonuses will be awarded annually for returning teachers based on reaching our SMART Goals by the State Department of Education and signing bonuses to recruit highly	2017-2018, 2018-2019, 2019-20120, 2020-2021	Kim Collier, ECS Caraline Beauchamp, Instructional Specialist Janet Turner, Principal Matthew Riggs, Superintendent

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	qualified teachers. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Macomb the following year, as well as hiring effective teachers. Sustainability - The district will seek corporate sponsorship of bonuses/incentives before the funding period ends. The district will provide the latest technology for teachers such as interactive white boards, chrome books, iPADS, etc., to provide ongoing opportunities for professional growth and to allow for increased student engagement.	August, 2017 through September, 2021, and thereafter	Matthew Riggs, Superintendent
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.	Macomb Public Schools will use vertical and horizontal alignment of curriculum and to identify instructional gaps using the OCCT results and the Oklahoma Academic Standards (OAS). All teachers will be trained to disaggregate data, align curriculum, identify gaps and to write effective curriculum. SIG professional development will focus on continuous vertical and horizontal alignment, creating curriculum maps to design a comprehensive curriculum that is based on the Oklahoma Academic Standards (OAS). All instruction will be embedded in this concept. PLC's	2017-2021	Janet Turner, Principal Kim Collier, ECS Caraline Beauchamp, Turnaround Officer

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	will enable us to meet in horizontal teams and vertical teams. Monitoring - Agendas, Sign-in sheets, curriculum alignment; Pacing Guides, Curriculum Maps		
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 Academic Standardsobjectives / Oklahoma Academic Standards 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 use assessment data to make appropriate adjustments to instructional plans. Macomb Elementary will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide	2017-2021 after BOY, MOY, and EOY Benchmarking, OCCT testing, STAR, DIBELS, three times a year and every two weeks for progress monitoring 2016 and after	Janet Turner, Principal Kim Collier, ECS Caraline Beauchamp, Turnaround Officer/Instructional Specialist/Data Coach

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning. Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards and yearly curriculum pacing for the current year of teaching and the following year for both the students moving to the next grade and new students entering a grade. Macomb teachers will continue to utilize the following formative assessments: teacher observations, student/teacher conferences, student led conferences, questioning, quizzes, projects, class work, exit tickets, graphic organizers 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. Teachers will learn about these assessments as well as how to create them at our professional development meetings during the SIG Academy and professional development days, as well as during PLC's. Summative assessments we will		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	continue to utilize are: DIBELS, STAR Reading and Math; and the OCCT for 3rd through 8th grades. All teachers will have an active role in creating benchmark tests to use at each grade level. Once weekly review data is obtained, teachers will use the data to differentiate instruction and increase learning. At professional development meetings teachers will bring their students' assessment data and disaggregate and analyze it for strengths and weaknesses. Kim Collier, of Educational Consulting Services, will train our teachers how to analyze data. This information will then be placed on a wall in our confidential data room, as well as individual classroom Data Walls. Teachers will develop grouping practices, modification of assignment, additional opportunities for students to use a variety of responses (oral, written, responses given to paras, etc.); and effective instructional strategies according to the needs of each individual child. Small groups can be multi-age, multilevel, and must be flexible enough to allow students to receive instruction in the skills that are specific to them. The lowest achieving students will be remediated in their skills that are non-existent while our most advanced students will		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	be able to explore learning opportunities beyond the basic core curriculum. Schedules will be designed so all of our students will be able to participate in instruction that is designed specifically for them as they go from classroom to classroom for academic instruction with a teacher who has the utmost expertise in the area of need for that student. Differentiated instruction will be provided as part of the professional development meetings held throughout the year. We will conduct book studies with teachers and administrators to make sure that our teachers have an adequate knowledge base and expertise to differentiate instruction for all of our students. 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 reading and math coaches 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. Students will also analyze their		

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	own data to produce results.		
8. Establish schedules and implement strategies that provide increased learning time.	Extended Day Activities: The district/school will extend instructional time by adding 10 minutes to each day and 6 additional days for instruction. The focus of the reform strategy will be to engage students in productive academic learning time, including STEM activities and enrichment, after school activities, and RTI for remediation, so that teachers can work collaboratively, 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). During this additional time we would focus on providing intervention to students who need the most support. Small groups will be utilized which will be multi-age, multi-level and flexible. It will allow all students an opportunity to receive instruction in the skills that are specifically designed to meet their individual needs.	2017-2021 August through May	Matthew Riggs, Superintendent Board Members Member of the Community Janet Turner, Principal

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	All students will be pre-tested and post-tested to determine the success of the extended learning time intervention. Our certified staff will submit the results for review so we have an opportunity to make any adjustments necessary to ensure student success. Students will also be assessed (pre and post-tested) for summer school.		
9. Provide ongoing mechanisms for family and community engagement.	After conducting our Needs Assessment using Oklahoma Nine Essential Elements Teacher and Parent/Community Survey and Marzano's Student (K-8th) Survey, families are very concerned about academic achievement of their children. They also have a great concern for communication. We 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 way to access services. We are also committed to partnering with faith- based organizations including the First Baptist Church. In addition, we would provide a "hub" using Wifi for our families to communicate with school and community	2017-2021, August through May	Matthew Riggs, Superintendent Board Members Community Members Janet Turner, Principal

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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.	Macomb is a small rural school. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Professional learning communities have been established in 2015/2016, however, additional 45 minutes will be added if the grant is awarded. The leadership team and Superintendent's Advisory 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. Monitoring - The Superintendent's Advisory Council. will meet once monthly to discuss implementation and any barriers that may be impeding the efforts to implement the School Improvement Grant plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education by the Superintendent as requested by the Council. Sustainability – The Council will be maintained beyond the funding period to continue reviewing school improvement barriers and operational	2017-2018, 2018-2019, 2019-2020, 2020-2021	Janet Turner, Principal Superintendent's Advisory Committee

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	flexibility needs.		
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).	Macomb Elementary is a Priority school. The district will engage in ongoing technical assistance meetings with the State Department of Education and receive Professional Development from Educational Consulting Services, Kim Collier. District Leadership will receive monthly technical assistance designed specifically for leadership development from the external provider. In addition, K 20 Center will provide monthly technology training and coaching. The School Improvement Team will work with Ms. Kim Collier to utilize the Grants Management System, to assist with assessment, development, and documentation of school improvement efforts. In addition, Caraline Beauchamp, our Turnaround Officer, will continue work closely with the superintendent and leadership team as she oversees and monitors the implementation of this plan. She will support the day-to-day needs of the school; keep everyone up-to date on progress and barriers she sees. She will also ensure alignment between our activities and external providers.	2017-2021 August through May	Janet Turner, Principal Caraline Beauchamp, Turnaround Officer Kim Collier, ECS K 20 Center, Consultants OSDE

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	We need differentiated instruction, increased rigor, and engagement, as well as, technology integration for our 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 (embrace differentiation and Kagan strategies) is consistent and in place daily; a place where students are continually engaged in real world experiences, including STEM, and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. Our students will also use 1:1 digital learning to prepare for the 21st century career and/or college readiness.	2017-2021 August through May	Janet Turner, Principal Caraline Beauchamp, Turnaround Officer Kim Collier, ECS K 20 Center, Consultant

Name of School:				
Closure Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**	
Provide detailed information regarding the plan to close a Priority and/or Focus School.				
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.				
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.				
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.				

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

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

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

Name of School:			
Early Learning Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
8. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students;			
9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.			

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

Name of School:			
Evidenced-Based, Whole-School Reform Model	**Description of the Implementation (Only the approved models listed on the United States Department of Education's webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
meet the large and multi-site sample requirements so long as each study meets the other requirements in this section;			
2. Is a whole-school reform model as defined in these requirements;			
3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.			
4. Identify components of the Evidenced-Based, Whole-School Reform Model and the staff assigned to ensure the components are being implemented.			
5. 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 that they are equipped to facilitate effective teaching and learning			

Name of School:			
Evidenced-Based, Whole-School Reform Model	**Description of the Implementation (Only the approved models listed on the United States Department of Education's webpage can be adopted. Information can be found at** http://www2.ed.gov/programs/sif/sigevidencebased/index.html**.**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
and have the capacity to successfully implement school reform strategies.			
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 (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.			
8. Provide additional opportunities to increase academic, social, and physical health of students contributing to a well-rounded education.			
9. Provide ongoing mechanisms for family and community engagement.			
10. Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the			

Name of School:				
Evidenced-Based, Whole-School Reform Model	**Description of the Implementation (Only the approved models listed on the United States Department of Education's webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Whole-School Reform Model Developer.			

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

LEA BUDGET NARRATIVE

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

Macomb did not request the entire amount of SIG monies, only what we felt was needed to implement the Transformation Model to fidelity. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services and to attend professional development. Macomb was identified as a Priority school and is the only site to be served. More growth is needed to increase academic achievement. The district selected the Transformation Model after much research and analysis of data and needs.

Required Components to be Funded:

5 Day Academy for All Teachers and Site-Based Training In order to meet the requirements of the grant a stipend per day will be paid to each certified staff member for attending a 5 day academy in addition to the days of on-site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and External Provider. The collaboration time will be built into the schedule. Teachers will be paid a stipend of $250/day for each day of professional development. We are budgeting ten days per year for each teacher, and building in 3 new teacher positions to cover any new teachers that will be required to attend the New Teacher Academy. The annual total of $250/dayx10 days x 26 teachers =$65,000. The four year total of funding for teacher professional development stipends is $260,000.

The 5 Day New Teacher Academy will be required of all new teachers to the district. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives.

Professional Development Funding will provide of on-site coaching/modeling and direct training from Kim Collier at Educational Consulting Services at a rate of $1000. per day. Educational Consulting Services will be on site 50 days in Year 1, 40 days in Years 2 and3. Year 4 will provide 30 days of sustainability support and technical assistance, using a Train the Trainer Model, from Kim Collier at Educational Consulting Services at a rate of $1,000. Per day. K 20 will provide 20 days of technical assistance and training at $1800.00 Per day Year 1-2. Year 3 will provide 15 days of technical assistance and training, Year 4 will provide 10 days of sustainability support at a rate of $1800.00 per day.

Total cost for coaching, training, and modeling from external providers and trainers will be $241,000.

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. Materials needed for teacher academy for classroom differentiation and teaching with poverty methods will be $750 one time.

Extended Day/Year
Additional instruction time will be paid with local funds.

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.

Salaries :
Turnaround Officer /Instructional Specialist. Macomb will designate an office which is located in the building on campus. This office will be used for School Improvement Team meetings, Professional Learning Community meetings, and faculty meetings. The Turnaround Officer will receive a salary that is commensurate with the state minimum salary schedule for her years of experience plus a stipend each year for the turnaround officer in addition to her other duties. Her salary will be $25,000.00 for Turnaround Officer and $25,000.00 for Instructional Specialist. This includes $8,600 each year in benefits. This salary is based on Oklahoma Minimum teacher salary scale and will be updated if there is an increase in teacher salary scale. Total salary for three years is $150,000 and benefits for three years will be $25,800.

Reading Coach & Math Coach. Macomb will hire a reading coach and math coach to work with students to develop fundamental math and reading schools. The reading and math coach will work with teachers to identify student strengths and weakness with data. The reading and math coach will each be paid up to $46,000 annually for three years of the grant. The total cost for three years of salaries will be $276,000. $47,500 total in benefits.

Parent Liason/Community Technology Center Hub. Macomb will hire an employee to staff the community technology hub as well as work as a liason between parents and school initiatives. Annual salary of $30,000. $90,000 over three years of the grant. $14,700 in benefits over three years.

Merit and Retention Pay:

Beginning in year two, Macomb Public Schools will pay $2,000/year for teachers returning and new teachers coming on board. Teachers will also be paid $1,000 per year for receiving an "A" on the A-F report card; $750 per year for receiving a "B" on the A-F report card; $500 per year for receiving a "C" on the A-F report card. Teachers will also receive $500 if both math and reading SMART goals are met.

Support staff will receive $750 for an "A" on the A-F report card; $500 for a "B" on the A-F report card; $250 for a "C" on the A-F report card.

Total annual cost for merit pay and retention (26 certified teachers, 18 support staff) is $88,500 in year two through four. Total of $265,500 in stipends.

Technology

Macomb Public Schools will purchase iPads and Chromebooks to put technology in the hands of our students. Macomb will use these devices to further an authentic learning environment. In addition to the purchase of technology, Macomb will purchase other supplies to encourage instant feedback to

students. Macomb will purchase 4 3D printers to allow students to create and construct as part of the curriculum. The total cost of technology and other instructional materials is $138,796.

In the space below, provide a narrative describing how the LEA establishes an FTE for a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

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

The LEA must complete and attach the budget pages required for the LEA Section of the application:
- Summary Budget page and Justification page for each fiscal year* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools and/or Focus Schools for each fiscal year of the grant.

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

SCHOOL BUDGET NARRATIVE

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

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:
- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in a Priority School and/or Focus School to be served;
- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

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

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

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

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

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

Defining key terms: To award School Improvement Grants to its LEAs, an SEA must define Priority and Focus Schools, in accordance with the ESEA Flexibility waiver, to select those

LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice.

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

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

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

Intervention Models
- *Turnaround model*: A turnaround model is one in which an LEA must--
    A. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
    B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
        (i) Screen all existing staff and rehire no more than 50 percent; and
        (ii) Select new staff;
    C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
    D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
    E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
    F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;

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

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

I. Provide appropriate social-emotional and community-oriented services and supports for students.

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

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

or

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

- *Restart model*:
    (1) A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the like of the school, if the school has been open for fewer than three years), including-

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

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

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

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

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

- *School closure*: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other

schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

- ***Transformation model***: A transformation model is one in which an LEA implements each of the following elements:
    (1) Developing and increasing teacher and school leader effectiveness.
    (A) Required activities. The LEA must--
        (i) Replace the principal who led the school prior to commencement of the transformation model;
        (ii) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that-
    (1) Will be used for continual improvement of instruction;
    (2) Meaningfully differentiate performance using at least three performance levels;
    (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
    (4) Evaluate teachers and principals on a regular basis;
    (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
    (6) Will be used to inform personnel decisions.
    (iii) Use the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
    (iv) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements, if applicable.
    (B) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-
    (i) Providing additional compensation to attract and retain staff with the skill necessary to meet the needs of the students in a transformation school;

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

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

(2) Comprehensive instructional reform strategies.

(A) Required activities. The LEA must-

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

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

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

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

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

(ii) Implementing a school wide "response-to-intervention" model;

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

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

(v) In secondary schools-

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

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

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

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

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

(A) Required activities. The LEA must-

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

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

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

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

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

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

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

(4) Providing operational flexibility and sustained support.

(A) Required activities. The LEA must-

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

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

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

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

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

Increased learning time: means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign

languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

- *Evidence-Based, Whole-School Reform Model*: – To implement an approved evidence-based proprietary or non-proprietary strategy.   Additional information can be found on the USDE website at http://www2.ed.gov/programs/sif/sigevidencebased/index.html and should be taken into consideration when choosing one of the strategies. Under the final requirements, an evidence based, whole school reform model-
  (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-
  (A) Meets *What Works Clearinghouse* evidence standards with or without reservations;
  (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the *What Works Clearinghouse*; and
  (C) If meeting *What works Clearinghouse* evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
  (2) Is a whole-school reform model as defined in these requirements; and
  (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

- *Early Learning Model*: An LEA implementing the early learning model in an elementary school must-
  (1) Implement each of the following early learning strategies-
  (A) Offer full-day kindergarten;
  (B) Establish or expand a high-quality preschool program (as defined in these requirements);
  (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;
  (3) Replace the principal who led the school prior to commencement of the early learning model;
  (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers, and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);

(5) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(6) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;

(7) Use data to identify and implement an instructional program that-

(A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and

(B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;

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

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

Lowest-achieving schools: as determined by the state.

On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing (i.e., Priority Schools) in the state.

Oklahoma submitted a request to the U.S. Department of Education for waivers of certain ESEA requirements. Oklahoma's ESEA Flexibility Waiver Renewal (Revised 7-28-15) includes the following definitions for Priority School Designation and Focus School Designation:

Priority is defined as any school that received the grade of "F", scores in the bottom 5% for grade span serving in reading and math, has a graduation rate below 60% for three consecutive

years, and has a graduation rate of 50% for any given year or any school who has received a School Improvement Grant.

Focus is defined as nay school contributing to the achievement gap for students with disabilities (IEP), English Learners (ELL) and/or Black subgroups and the school had a higher than the state's average population percentage for that subgroup ad have the lowest performance for a grade span in reading and math or have the lowest graduation rate for the subgroups. Beginning in 2015-2016, with approval of the ESEA Waiver, Focus Designation will also be assigned to schools with a graduation rate below the state's average.

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

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

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

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

a. Analyze the needs of its schools and select an intervention for each school;
b. Design and implement interventions consistent with these requirements;
c. Recruit, screen, and select external providers, if applicable, to ensure their quality;
d. Align other resources with the interventions;
e. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
f. Sustain the reforms after the funding period ends.
    (i) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Priority and/or Focus Schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

Providing flexibility: An SEA may award school improvement funds to an LEA for a Priority and/or Focus School that has implemented, in whole or in part, an intervention that meets the

requirements under sectionI.A.2 (a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

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

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

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

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

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

APPENDIX C
RUBRIC FOR APPLICATION REVIEW

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

LEA CAPACITY

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

Criteria:

a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.

b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.

c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.

d) The LEA has identified its ability to serve the Priority and/or Focus School.

e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.

f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.

g) The LEA has developed budgets for number of years over the period of availability of the grant 1003(g) that directly align to the activities and strategies stated in the plan.

h) The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.

i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.

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

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

Level I	Level II	Level III
• None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	• Some 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.

EXTERNAL PROVIDERS

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

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

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

Level I	Level II	Level III
• The LEA has not 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 addresses only some of the **criteria** identified above	• The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all **criteria** identified above.

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

LEA INTEGRATION OF SERVICES

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

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

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

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

	selected intervention.

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

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

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

Level I	Level II	Level III
• The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.	• The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.	• The LEA describes how policy was or policies were modified to enable schools to implement all of the requirements of the selected intervention model.

LEA SUSTAINABILITY

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

Criteria:
a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.
b) The LEA has established a continuation plan to promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.
c) The LEA has established a continuation plan to provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy,

instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully continue the school reform strategies.

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

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

LEA OVERSIGHT

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

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

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

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

Level I	Level II	Level III
• The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model.	• The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included some of the required job descriptors.	• The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included all of the required job descriptors.

EVIDENCE-BASED STRATEGIES

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

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

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

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

MODIFICATIONS FOR LEA'S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM

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

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

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

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

IMPLEMENTING RESTART MODEL

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

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

school graduation rates, where applicable, that are above the average rates in the State for the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

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

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

IMPLEMENTING EVIDENCE-BASED, WHOLE SCHOOL REFORM MODEL

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

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

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

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

SCHOOL NEEDS ASSESSMENTAND IDENTIFICATION OF INTERVENTION MODEL

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

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

Level I	Level II	Level III
• No data sources were used in the analysis or	• Few data sources (1-3) were used and	• Multiple data sources (4 or more) were used

summary of analysis is nonexistent. • The identified model is not supported by the data analysis and needs assessment.	summarized into a limited analysis. • The identified model is partially supported by the data analysis and needs assessment.	and have been summarized into a meaningful analysis. • 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 any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	• Goals include some 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 INTEGRATION OF SERVICES

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

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

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

Level I	*Level II*	*Level III*
• The LEA has not integrated resources to support the selected intervention model.	• The LEA has integrated some resources (1-2) to support the selected intervention model.	• The LEA has integrated multiple resources (3 or more) to support the selected intervention model.

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

Level I	Level II	Level III
• The school has addressed none of the indicators of sustainability.	• The school has addressed some of the indicators of sustainability.	• The school has addressed all the indicators of sustainability.

FAMILY AND COMMUNITY ENGAGEMENT

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

Criteria:
  a) The LEA has demonstrated it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and /or development of the model's design.
  b) The LEA has a plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model. (e.g. Mentoring Programs, Community Action Boards, Science and Art Fairs, Grandparents Day)

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

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

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

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

Criteria:

a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.

b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.

c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.

d) The LEA has identified its ability to serve the Priority and/or Focus School.

e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.

f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.

g) The LEA has developed budgets for five (5) fiscal years that directly align to the activities and strategies stated in the plan.

h) The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.

i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.

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

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

Level I	Level II	Level III
• None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	• Some 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/School Budget Summary

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

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