

OKLAHOMA LEA APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(g)

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

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

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

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.

FOUR INTERVENTION MODELS:

Any Priority Schools an LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. A more detailed description of each model can be found in Appendix A of this application.

Turnaround model – Replace the principal (although a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years may be retained, if agreed upon by the LEA, SEA, and USDE), rehire no more than 50% of the staff, and grant greater autonomy to the principal.

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: An LEA with nine or more Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.

TURNAROUND OFFICE(R)

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

Job Description of Turnaround Officer –

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

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

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

Professional Development – LEAs must provide at least five (5) days of site-based training on initiatives to support the goals of the application for each teacher in a Priority School. 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. A School Support Team Leader will be provided for each school receiving 1003(g) funds. The SEA will perform School Support Team Leader (SSTL) visits at each Priority School receiving 1003(g) funds. The primary function of SSTL 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. In addition, Priority 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 to communicate with the SEA.

Additionally, LEAs and staff from Priority 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.

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 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
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 Pre-Implementation	Up to 5 pages
School Action Plan for Selected Model	As Needed
Budget	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for <i>each</i> school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for <i>each</i> school served)	Attachment

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, April 11, 2014. 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 FY2013 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2013 application to richard.caram@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 within four weeks. 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 Improvement/School Turnaround.

Richard Caram, Assistant State Superintendent, School Improvement/School Turnaround
richard.caram@sde.ok.gov
405-522-0855

Iva Owens, State Director, C³ Partnership Schools/School Turnaround
iva.owens@sde.ok.gov
405-522-3263

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA SECTION

LEA APPLICATION CHECKLIST

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

Required Component/Documentation	# of Pages
LEA Section	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

Assurances –

- A. Sub-grantees will implement one of the intervention models, turnaround, transformation, restart, 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 include in any contract with a charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).

- D. 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. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
 - c. Dropout rate;
 - d. Graduation rate (if applicable);
 - e. Student attendance rate;
 - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - g. Discipline incidents;
 - h. Truancy rate;
 - i. Postsecondary student enrollment; and
 - j. Teacher attendance rate.
- 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 school to be served; and
 - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.
- F. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an 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 that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
- I. 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 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 FY2010 and FY2011 SIG 1003(g) funds. In the second chart, the LEA must list all schools that are eligible to receive FY2013 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority School is eligible, but is not applying for FY2013 SIG 1003(g) funds, the LEA must check column marked "Will Not Be Served"

and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools. 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 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.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. 	All Models
<ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. 	All Models
<ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf. 	All Models
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools has been addressed. 	All Models

<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf. 	All Models
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	All Models
<ul style="list-style-type: none"> The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools. 	All Models
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	School Closure
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

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

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Professional development in strategies for English language learners

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

LEA SUSTAINABILITY EFFORTS

The LEA must submit a plan for sustaining the reforms after the funding period for 1003(g) 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.

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(G)

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

School Section (to be completed for each school served)	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> School Needs Assessment	Up to 5 pages
<input type="checkbox"/> School Identification of Intervention Model	Up to 5 pages
<input type="checkbox"/> School SMART Goals	Up to 5 pages
<input type="checkbox"/> School Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> School Modifications of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> School Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> School Action Plan for Pre-Implementation	Up to 5 pages
<input type="checkbox"/> School Action Plan for Selected Model	As Needed

APPLICATION COVER SHEET

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

SCHOOL NEEDS ASSESSMENT

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

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

LEAs must include in the description of the needs assessment:

- A list of the multiple sources of data used which could include, but is not limited to student and staff profiles, student achievement data, graduation rate, curriculum analysis data, instructional practices inventories, focus walk data, school culture surveys, student, family and community surveys, professional development inventories and evaluations, leadership evaluations, and budget analysis;
- A list of who was involved in the needs assessment and the role each person involved played in the process;

- A description of the process used by those conducting the needs assessment to collect, analyze and report data.

LEA must provide in its summary of the data analysis:

- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Selecting the appropriate intervention model for each Priority School 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.

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.

Note: An LEA with nine or more Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.

SCHOOL SMART GOALS

LEAs must establish annual goals for three (3) consecutive years for each Priority School in the areas of reading, mathematics, and graduation rate (if applicable). These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

**Strategic and Specific
**Measurable
**Attainable
**Results Based
Time Bound********

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

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

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

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

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

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

Examples of SMART Goals –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2012-2013 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 three (3) consecutive years for each Priority 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 three (3) consecutive years.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Priority 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	<ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops

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

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, a Priority School 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 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 PRE-IMPLEMENTATION

LEAs may use FY2009 reallocated SIG 1003(g) ARRA funds for pre-implementation. This period of time enables an LEA to prepare for full implementation of the chosen intervention model at the start of the 2014-2015 school year. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

LEAs will be required to submit an action plan for each Priority School served by FY2009 reallocated SIG 1003(g) ARRA funds. This action plan is in addition to the School Action Plan for the Intervention Model. LEAs will also be required to submit a separate budget justification worksheet for the pre-implementation period. More information on the budget justification worksheet is included in the budget section of this document.

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 pre-implementation including specific strategies, persons responsible, and a timeline for actions.

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for three (3) consecutive 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.

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 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 during each of the three years over the period of availability of the grant (2014-2015, 2015-2016, 2016-2017). 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 to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

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

In this narrative, the LEA must provide a detailed plan for pre-implementation. The plan must include specific strategies that will occur, an explanation of how the strategies will ensure full implementation of the model in the 2014-2015 school year, an identification of persons responsible for the actions, and a detailed timeline.

LEA SUMMARY BUDGET AND JUSTIFICATION

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. 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 FY2014 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 should **not** exceed the maximum allowable during each of the three (3) fiscal years over the period of availability of the grant for each identified school.

PRE-IMPLEMENTATION BUDGET

The LEA must also provide a budget narrative for each of the Priority 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 FY2013 School Improvement Grants.

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

LEA SECTION

Legal Name of Applicant: Dover Public Schools	Applicant's Mailing Address: P.O. Box 195 Dover, OK 73734
Local Educational Agency Contact for the School Improvement Grant Name: Mark Batt Position and Office: Superintendent Contact's Mailing Address: P.O. Box 195 Dover, OK 73734 Telephone: 405-828-4206 Fax: 405-828-7150 Email address: mbatt@dover.k12.ok.us	
Superintendent (Printed Name): Mark Batt	Telephone: 405-828-4206
Signature of the Superintendent X_____	Date: April 8, 2014
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 Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. (*federal*)
- B. Sub-grantees will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. (*federal*)
- C. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. (*federal*)
- D. Sub-grantees will establish annual goals for student achievement on the state's academic 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 Priority or Tier I and Tier II 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*)
- E. Sub-grantees that implement a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. (*federal*)
- F. Sub-grantees will report school-level data required under section III of the final requirements (*federal*).
- 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 Priority School to be served; and
 - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.
- H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and the 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 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.
- K. 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.
- L. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

Signature of Superintendent

Date

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

Note: An LEA with nine or more Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.

Schools Served with FY2010 SIG funds:

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

Schools Served with FY2011 SIG Funds (add more rows as needed):

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

Schools Eligible for FY2013 SIG Funds (add more rows as needed):

School Name	NCES	INTERVENTION MODEL
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	ID #	Turnaround	Restart	School Closure	Transformation	Will Not be Served
Dover High School	00437				X	

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

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

LEA CAPACITY

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

Indicators	LEA Narrative
<ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. 	<p>Dover High School will be implementing the transformation model. A detailed and realistic timeline has been developed to guide implementation. There was a complete turnover in administration for FY14 and only one holdover on the teaching staff in the high school. The new principal and staff have quickly impacted school culture in a positive manner. Their dedication to students and to their mastery as educators is apparent. Therefore, focus of this grant toward reform is on professional development as we believe that teachers with great attitudes and a vast arsenal of tools, research-based practice and strategies are the key to our transformation.</p>
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. 	<p>The administration has used interviews and town hall style meetings to gain input from our stakeholders on many school related items. Our district included stakeholders from the following: Our community members, teachers, parents, churches, business leaders and the Chisholm Trail Technology Center. In the April election our request for annexation into CTTC resulted in 81% of our voters favoring the measure. This overwhelming support demonstrates the strong commitment to our success by all stakeholders.</p>

<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround Teacher Competencies.pdf. 	<p>Our staff is 100% highly qualified.</p> <p>We currently have 4 Master’s Level Degreed Teachers. Our teachers range in experience from one year to thirty two years in the classroom. Their dedication toward increasing student academic achievement and willingness to change in the name of progress is possessed totally by this group. They have also shown a great ability to collaborate and strive for school wide success. The person selected as the turnaround officer has the expertise, credentials, capacity and positive attitude to produce results in this position. She has a passion for increased learning with students and teachers! She is committed toward supporting and implementing the Transformation Model and bring about the necessary change needed to achieve a positive, successful climate for our students. She believes that the impact of this work, along with her “cutting edge” philosophy toward improvement will build “leaders of leaders” and total transformational reform within the district.</p>
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Priority Schools has been addressed. 	<p>Dover High School is the only secondary school in the district. All available resources and effort will be put into the transformation model.</p>
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf. 	<p>Joe Garrison has now been appointed as the high school principal. Joe is a positive, high energy leader with great ability to relate to students, teachers and parents alike. His immediate positive effect on school culture has been evidenced by the many</p>

	<p>comments and compliments from parents and students. Dover was experiencing a student loss to transfer trend. Enrollment district wide dropped by thirty weighted students from 2010-2014. Enrollment has increased this year under his leadership.</p>
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	<p>We have received much guidance and instruction from the Oklahoma State Department of Education including training on the use of the WISE tool. Consultations with teacher leader and administrative teams along with the board of education have led us to the transformation model based upon our current circumstances and availability of resources.</p>
<ul style="list-style-type: none"> The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan. 	<p>The majority of our budget will be allocated to salaries and benefits for the turnaround coach, Math and English remediation, a tutor, data and technology integration coach, professional development, stipends, 5 day teacher academy, 5 day new teacher training, technical assistance and coaching, costs for extended day and year, incentive pay, technology hardware and support. Bids from outside providers were used for staff development services including the teacher academy. The purchase of technology was also based upon outside provider bids. All of the salaries, technology and training are directly related to the grant and are in alignment with our outlined mission. Budget pages are at the end of this application.</p>
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple 	<p>Onsite office space will be provided for the turnaround</p>

<p>visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.</p>	<p>coach. The turnaround coach, principal and data technology integration coach will meet daily to monitor student progress and teacher use of the provided training and their use of data. A Data Wall will also be implemented to monitor achievement (both interventions and acceleration needed). Strategies and interventions will be constantly tweaked with research based practice as a result of these interactions and analysis of data. In addition, the Oklahoma State Department of Education team will continue to conduct visits and offer feedback and technical assistance as needed based upon the visits. The TLE Tulsa Model teacher evaluation tool will also be utilized.</p>
<ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served. 	<p>20 minutes will be added to our instructional day. This will also allow us to implement a summer school program in conjunction with a summer lunch program that we will be funded by a grant from another source.</p>
<ul style="list-style-type: none"> The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	<p>Rhonda Andrews has been selected to serve as our Turnaround Coach and is an exceptional leader among the faculty. Her experience in education, dedication to student success and positive, can-do attitude are inspiring. Mrs. Andrews is Certified in intermediate math, middle school language arts, math and social studies and elementary education. Currently, she is helping with reading intervention in the elementary along with her teaching duties. A long time Dover resident, she is a well-</p>

	respected member of the community and is vested in the school's success.
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measurable objectives (AMOs) in at least reading/language arts and mathematics. 	<p>A minimum of 90 minutes per week for learner focused teacher collaboration will be set aside for teacher collaboration. Many variables exist such as loss of staff and certification on new staff, however, we are working to develop a schedule that will allow even more time for collaboration without reducing any learning time for students. Chisholm Trail Technology Center has offered their resources in helping us achieve this goal.</p>
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of 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. 	<p>Rhonda Andrews presently serves as a teacher leader and is member of the district's leadership team. She has been instrumental in creating and helping to administrate our reading intervention program. Mrs. Andrews is well respected by her peers and has a way of directing without offending. She is a long time resident of the community and possesses an understanding of the current and past school culture and climate. Mrs. Andrews is also widely respected in the community and is a great ambassador for the school. She was instrumental in delivering our message and garnering support for our Career Tech annexation.</p>
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>Dover Public Schools has participated in many federal, state and local grant programs with no known audit findings.</p>
<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools. 	<p>The WISE planning tool has been utilized to conduct a needs assessment with the district. In addition, faculty</p>

	and staff have participated in a professional development assessment and results were used to determine need. We have also surveyed our student and parent population. All assessments were used to help us determine our capacity to design, support, monitor and assess the implementation of the selected model and strategies.
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	Funding options outside of current federal and state streams will continue to be a focus of pursuit. A better utilization of our local education foundation now that a common vision has been established will also serve as a resource. Reduced funding has been a direct result of a declining enrollment. Successful implementation of our outlined transformation will reverse that trend thereby increasing the revenue generated by traditional sources. Future new hires will be provided additional training to bridge the gap with current staff.
<ul style="list-style-type: none"> The LEA completed the grant application within the timelines set forth in the application. 	Application for this grant will be submitted on or before April 11, 2014.
<i>Only For LEAs implementing School Closure</i>	
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	NA

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

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

- Documentation of research proven history of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Priority Schools and 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 classroom coaching, curriculum mapping and alignment, creating school wide data systems and classroom data systems, creating and analyzing formative assessments, providing job-embedded English Language Learner strategies using the Sheltered Instructional Observation Protocol model (SIOP) and support with teacher and administration effectiveness at Dover High School. 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 4 other SIG schools. In addition, she is recognized and 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.

Ms. Collier will also work with staff to develop the new teacher orientation program and the training of trainers program. Faculty and student data will be analyzed during the three years to drive decisions needed toward improvement of student learning, coaching, leadership, professional development, and continued data-driven decision making.

The success, expertise, and experience of this provider is well documented (see attachment). Furthermore, she resides in this area of the state and can provide timely service.

Ms. Kim Collier's resume, and other documentation, reviewing her success, expertise and experience are attached to this grant application.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	Professional services Technology Hardware
Title II, Part A	Aide
Title III, Part D	Technology Hardware
Other Federal Resources <ul style="list-style-type: none"> • <i>Title VI REAP Flex</i> • <i>REAP</i> • <i>515 School Improvement</i> 	Professional services Software
State Resources <ul style="list-style-type: none"> • <i>Alt Ed</i> • <i>Carl Perkins</i> 	Salary for alternative education teacher Software and curriculum in alt ed Salary for counselor
Local Resources <ul style="list-style-type: none"> • 	Balance of educational expenditures

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 will:

- *Add twenty minutes to the instructional day*
- *Modify the school calendar to allow for the additional professional development days*
- *Develop a newsletter to better inform stakeholders of our transformation*
- *Develop a summer school program in conjunction with a proposed summer lunch program*
- *Develop a class schedule that will provide teachers with extra time for collaboration, data analysis and student performance evaluation*
- *Create or modify policy so as to further enhance the grant's effectiveness*

To ensure success in the implementation of this grant, two advisory groups have been created. An advisory council consisting of twelve members. It includes local business leaders, a pastor, teachers, a local government official, career tech officials, a local school board member and parents. Formal meetings with a group this large and diverse are difficult. Therefore a small administrative advisory board has been given the task of communicating regularly with the councilmembers and relaying their observations, questions and concerns during a weekly meeting. This board consists of the superintendent, two principals, the turnaround coach and two teachers. Assurance that progress is being made toward the goals listed in this application using the listed methods is their top priority. The approved budget and grant expenditures will be constantly reviewed by this group. The production of a monthly progress report to be presented at board of education meetings will also fall under their duties.

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.

**Involvement of stakeholders*

Dover is a small single site campus in a small community. The faculty and staff and administration have a strongly developed sense of togetherness and work as one for the betterment of the community and school. Our community is very supportive of our efforts and interested in the success of our students. Overwhelming approval of our recent career tech annexation election in these economic times is a testament to that. All of these stakeholders have been involved in the design and structure of our application. The lines of communication are always open. A newly created newsletter will be used to keep the community informed as to upcoming projects, events and our transformation progress. Sustained input from all stakeholders will be ensured by their participation on the advisory council.

**Written transition plans*

A Train the Trainers model will be implemented with the instructional facilitator, and mentor teachers to provide continued sustainability with the coaching process. All new staff will be assigned a mentor teacher and will be provided all of the information that previously offered. All members of the administrative advisory board will be involved in every aspect of this plan. Therefore, a change of leadership will not disrupt progress in any way.

**Sustainment of strategies*

Sustainability will be provided by the implementation of a train the trainer model (Instructional Coaches) for district reform and a coaching model (Teachers and Administrators) with on-site coaching to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with instructional coaches, teachers and administrators. Coaching visits will take place once a week to build capacity during Year 1 of the School Improvement Grant, once a week during Year 2, and twice a month through the "Trainer the Trainer" model during Year 3 of the grant to build sustainability. Federal, state and local funding will be used after the grant to continue professional development based upon summative data analysis.

**Establishment of a schedule*

The utilization of the resources of Chisholm Trail Career Tech will allow much more flexibility in the high school schedule. We have a working schedule that will allow teachers time to collaborate and analyze data while increasing student learning opportunities.

**Utilization of planning and coaching tool*

ECS will provide training to all faculty and staff in the utilization of the WISE planning tool and as well as the Oklahoma Nine Essential Elements and Needs Assessment. Training and support throughout the term of the grant is also part of their provided services.

**Strategic planning process*

The WISE planning and coaching tool will be used to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for school improvement efforts. The superintendent, principal, and turnaround officer have been trained to use the WISE planning and coaching tool. All teachers will be trained to use the WISE planning and coaching tool.

**Formative and summative data collection*

A data system will be created to collect and use data driven decision making (District data collection and analysis, TLE evaluations, Individual teacher data systems to monitor student growth, Data Walls in all classrooms and School Data Wall, and an Early Warning System to monitor student attendance, academic data, etc.). An annual review of summative data will be used to identify achievement gaps, gaps in curriculum and to identify professional development needs.

**Other funding sources*

Existing federal funds will be reallocated to continue elements of the transformation model. The Dover Education Foundation will also redirect funding so as to sustain those elements that proved to be the most impactful. Outside funding sources will continue to be sought after by the administration and staff to ensure the continuance of the positive effects.

**School wide plan to sustain reform efforts*

Dover Public School's School wide Improvement Plan was approved by the State Department of Education. It includes goals to improve reading, math, attendance, job-embedded professional development, parental involvement, community involvement, and school climate. These goals work well with the goals of the transformation plan.

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.

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

SCHOOL SECTION

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

School Name: Dover High School Address: P.O. Box 195 Dover, OK 73734	SIG Site Contact: Mark Batt Name & Position: Superintendent Phone#:405-828-4206 Email Address:mbatt@dover.k12.ok.us
Grade levels enrolled (SY13-14): 9--12	Number of Students Enrolled (SY13-14): 60
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation	
Amount the LEA is requesting from FY2013 SIG 1003(g) funds School Improvement Funds for the next three years.	
Year 1: SY 2014-15	\$331,875
Year 2: SY 2015-16	\$285,675
Year 3: SY 2016-17	\$284,175
Total Amount of Funding Requested for this School	\$901,725

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.

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Data was analyzed and discussed by the administrative advisory board in order to determine whether or not the current improvement efforts were having the desired impact. All data, which included, but was not limited to: discipline, student and teacher attendance, student achievement, needs assessments, advisory council reports, and parent surveys, indicated substantial improvement within the past year. Consultation with our administrative advisory board members supports this finding. Members of the board attended SDE training on the WISE planning tool and SIG cohort 4 webinar. All stakeholder groups were consulted and agreed on the Transformational Model. The administrative advisory board analyzed the Nine Essential Elements. Members met with teachers and conducted a professional development needs assessment. Board of education members were notified and advised of the superintendent's recommendation to participate in the School Improvement Grant (SIG) process.

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)
EOI's	Teacher/student/parent surveys	Attendance
Benchmark testing	Town hall meeting	Free and reduced lunches
Student report cards	Parent/Teacher conferences	SPED enrollment

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

Name	Title	Stakeholder Group
Dover High School faculty and staff	Faculty and Staff	Dover school community
Max Thomas	Superintendent	CTTC
Larry Harviston, Ricky Turner, Nathan Guinn, Mike Moeller, Shawn Walker	Board members	Dover BOE
Stephanie Guinn	Parent	Parents
Brian Spade	Pastor	Community
Debbie Moeller, Nina Collums	Members	Dover Education Foundation
Byron Randall	City Council member	Community

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

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

The administrative advisory board performed self-assessments of the faculty, students, and staff, and student achievement data. Results from these assessments document that improvement has occurred and were instrumental in making the decision to select the transformation model.

A consultant was used in the design phase of this program and will monitor progress throughout implementation.

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.
<p>School Profile: Includes student and staff data</p>	<p>The school profile shows that the student population at Dover High School is diverse with 61% Caucasian, 32% Hispanic, and 7% African American. DHS 76.6% of students qualify for free/reduced lunch and 14.3% qualify for special education services. DHS has a 27% mobility rate. Our high school staff consists of 13 highly qualified teachers, 31% of which have advanced degrees. Our combined average years of experience is 10 years. Our overall student attendance is at 98%, followed by an overall teacher attendance rate at 96%.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum</p>	<p>Dover High School currently requires the teaching staff to provide a syllabus to students explaining course curriculum. Teachers are also required to align their lessons plans to state standards. DHS students are enrolled in at least the minimum core curriculum requirements. There is a need for overall staff collaboration in all subject areas and grade levels. In addition, there is a need for cross curriculum alignment as, well as, horizontal and vertical alignment. Implementation and utilization of a Data Wall will assist with monitoring and reviewing curriculum as well.</p>

<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data</p>	<p>Our teachers use post tests for their units that are aligned with the state standards. However; very few, if any, are using pretests as a tool before the unit. Our teachers have not been properly trained on using assessment data to assist them in finding areas of weaknesses in their students and/or their teaching practices.</p> <p>With funding through this grant we will be able to provide the training needed to better educate our teachers how to utilize assessments effectively that will drive instruction to meet learner needs and increase academic achievement. We do offer remediation courses for our students that are low in reading and math, but most of this data comes from End-of-Year testing. We will still continue to stress the importance of high expectations, and letting our students know that through hard work and determination they will not fail.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>This is an area of need at Dover High School. We have lacked proper professional development that would allow us to apply such strategies in the classroom. Every room at DHS is equipped with a smart board; however, the teachers have not been properly trained on how to use this technology to its full potential.</p> <p>Varied teaching strategies, technology integration, and teacher collaboration are areas we are looking to improve through quality professional development provided with this grant.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>Dover High School is focused on providing a positive, safe, and respectful school climate for all students. All teachers will hold high academic and behavioral expectations for every student enrolled in DHS. This has been an area that has been to lax in previous years. Students and parents are encouraged to report any bullying or other inappropriate behaviors to the counselor, teachers, and administrators.</p> <p>All concerns are investigated and provided direct interventions immediately. Teachers and staff are professional in their practices of equity and diversity. DHS also has a safe school committee that is in place to evaluate</p>

	<p>policies, procedures, and any other safety concerns that may arise at our school.</p>
<p>Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners</p>	<p>We have several activities throughout the year to help engage parents such as the school carnival, parent-teacher conferences, FAFSA night (assist parents in filling out FAFSA), senior night, and meet the Longhorns. We are searching for more ideas and will work on engaging parents and community in collaborative meetings.</p> <p>We have discussed starting a newsletter and creating teacher webpages as well. Our community overwhelmingly passed a career tech annexation by 81% at the beginning of April. They are strong supporters of our school.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p>This has been the biggest area of need in this school for the past several years. We will use ECS director, Kim Collier, to consult with us and help align professional development goals to the needs of our school. This consultant will also provide us with numerous hours of ongoing professional development, assessments, and evaluations to assist our school in providing the best education it can for our students. We have also collaborated with our staff and conducted needs assessments to determine professional development that they see to be beneficial to them and this school.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision</p>	<p>There have been many changes in leadership at Dover High School in the 2013-2014 school year. The previous High School Principal has moved to another school district, and a new one has been hired. There is all new personnel in the Mathematics, English, Science, and History departments. We are in the process of updating our school vision to one that is more suited to lead us into the future. The leadership team will meet to discuss revisions and updates to policies and procedures to meet the new vision and goals for the 2014-2015 school year.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming</p>	<p>Dover High School has a 100% highly qualified staff. We have added minutes to the overall day to extend classroom instruction time and collaboration time amongst teachers. Ongoing professional development will assist</p>

	<p>teachers in effectively utilizing extended instructional time. Leadership creates the mastery schedule to insure that the right credits and classes are offered to best meet our student’s needs. Funds will be dispersed based on the guidelines set forth in the school improvement plan.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>Dover High School leaders and staff will review and revise our school improvement plan and vision after new test results are available. This will grant us the time to undergo major professional development support that will allow for more effective changes. We will use school wide collaboration and cross curriculum study to assist us in developing more effective school goals. This collection of leaders and staff will meet monthly to evaluate the school/student progress and address any concerns or changes that are deemed necessary.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

The first step taken by the district in the SIG process was the formation of an administrative advisory board. The superintendent, two principals, the turnaround coach and two teachers analyzed the four models and discussed the possibility of implementing all phases of each. A presentation of the models along with their findings was presented on February 10th to the board of education. The board voiced their support in pursuit of the grant and the model recommended. This information was shared later that week through formal meetings and informal discussions with faculty, staff and community members. During these discussions the individuals comprising the advisory council were selected. Input from all of these groups were taken and considered in all phases of the design process. Numerous inquiries to SDE officials in the office of school turnaround, administrators at current SIG schools and Kim Collier, director of ECS, were also used in shaping the design.

Based on input from our advisory council and needs assessments, there is an urgent need for transforming our school with the implementation of research based strategies including increasing the learning time, high quality professional development, understanding and using data effectively, differentiated instruction, English Language Learner strategies (SIOP), curriculum alignment, technology, building leaders of leaders, and additional time for teacher collaboration.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for three (3) 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 2014-2015: The percentage of English II students scoring at proficient or higher on the End-of-Instruction test in English 2 will increase from a score of 67% in 2013, to a minimum of 75% by the end of the 2014 -2015 school year as measured by the Spring EOI.
Goal for 2015-2016: The percentage of English II students scoring at proficient or higher on the End-of-Instruction test in English II will increase to a minimum of 85% by the end of the 2015-2016 school year as measured by the Spring EOI.
Goal for 2016-2017: The percentage of English II students scoring at proficient or higher on the End-of-Instruction test in English II will increase to a minimum of 90% by the end of the 2015-2016 school year as measured by the Spring EOI.
Rationale: Dover High School is committed to the mastery of the Language Arts curriculum which serves as the foundation for attaining proper communication skills. By meeting these goals Dover High School will attain and surpass the statewide performance targets. We strongly

believe that by mastering these goals we are empowering our students to take hold of their own futures to become successful and productive citizens.

SMART Mathematics Goals

Goal for 2014-2015: The percentage of Algebra I students scoring at proficient or higher on the End-of-Instruction test in Algebra I will increase from a score of 44% in 2013 to a minimum of 65% by the end of the 2014 -2015 school year as measured by the Spring EOI.

Goal for 2015-2016: The percentage of Algebra I students scoring at proficient or higher on the End-of-Instruction test in Algebra I will increase to a minimum of 75% by the end of the 2015-2016 school year as measured by the Spring EOI.

Goal for 2016-2017: The percentage of Algebra I students scoring at proficient or higher on the End-of-Instruction test in Algebra I will increase to a minimum of 85% by the end of the 2015-2016 school year as measured by the Spring EOI.

Rationale: Dover High School is committed to the mastery of the mathematics curriculum which serves as the foundation for critical thinking and problem solving skills. By meeting these goals Dover High School will attain and surpass the statewide performance targets. We strongly believe that by mastering these goals we are empowering our students to take hold of their own futures to become successful and productive citizens.

SMART Graduation Rate Goals

Goal for 2014-2015: Dover High School sustain our 100% graduation rate.

Goal for 2015-2016: Dover High School sustain our 100% graduation rate.

Goal for 2016-2017: Dover High School sustain our 100% graduation rate.

Rationale: Dover High School achieved a 100% graduation rate in 2012-2013 and will continue to graduate all of our students.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	Professional services

	Technology Hardware
Title II, Part A	Aide
Title III, Part D	Technology Hardware
Other Federal Resources <ul style="list-style-type: none"> • Title VI REAP Flex • REAP • 515 School Improvement 	Professional services Software
State Resources <ul style="list-style-type: none"> • Alt Ed • Carl Perkins 	Salary for alternative education teacher Software and curriculum in alt ed Salary for counselor
Local Resources <ul style="list-style-type: none"> • 	Balance of educational expenditures

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.

The first step taken by the district in the SIG process was the formation of an administrative advisory board. The superintendent, two principals, the turnaround coach and two teachers analyzed the four models and discussed the possibility of implementing all phases of each. A presentation of the models along with their findings was presented on February 10th to the board of education. The board voiced their support in pursuit of the grant and the model recommended. This information was shared later that week through formal meetings and informal discussions with faculty, staff and community members. During these discussions the individuals comprising the advisory council were selected. Input from all of these groups were taken and considered in all phases of the design process. Numerous inquiries to SDE officials in the office of school turnaround, administrators at current SIG schools and Kim Collier, director of ECS, were also used in shaping the design.

The decision was made to add twenty minutes of instructional time to each school day. The school calendar has also been adjusted to allow for the additional days of professional development required by the grant. A working class schedule has been created to allow time for teacher collaboration, data analysis and student remediation. A new partnership has been formed with the Regional Food Bank. These resources will be utilized in after school and summer tutoring programs.

We will operate with the utmost flexibility so as to allow successful implementation. Policy and procedures will be constantly monitored to ensure that all barriers to reaching the highest achievement level are removed.

SCHOOL SUSTAINABILITY EFFORTS

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

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

Involvement of stakeholders

Dover is a small single site campus in a small community. The faculty and staff and administration have a strongly developed sense of togetherness and work as one for the betterment of the community and school. Our community is very supportive of our efforts and interested in the success of our students. Overwhelming approval of our recent career tech annexation election in these economic times is a testament to that. All of these stakeholders have been involved in the design and structure of our application. The lines of communication are always open. A newly created newsletter will be used to keep the community informed as to upcoming projects, events and our transformation progress. Sustained input from all stakeholders will be ensured by their participation on the advisory council.

Written transition plans

A Train the Trainers model will be implemented with the instructional facilitator, and mentor teachers to provide continued sustainability with the coaching process. All new staff will be assigned a mentor teacher and will be provided all of the information that previously offered. All members of the administrative advisory board will be involved in every aspect of this plan. Therefore, a change of leadership will not disrupt progress in any way.

Sustainment of strategies

Sustainability will be provided by the implementation of a train the trainer model (Instructional Coaches) for district reform and a coaching model (Teachers and Administrators) with on-site coaching to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with instructional coaches, teachers and administrators. Coaching visits will take place once a week to build capacity during Year 1 of the School Improvement Grant, once a week during Year 2, and twice a month through the “Trainer the Trainer” model during Year 3 of the grant to build sustainability. Federal, state and local funding will be used after the grant to continue professional development based upon summative data analysis.

Establishment of a schedule

The utilization of the resources of Chisholm Trail Career Tech will allow much more flexibility in the high school schedule. We have a working schedule that will allow teachers time to collaborate and analyze data while increasing student learning opportunities.

Utilization of planning and coaching tool

ECS will provide training to all faculty and staff in the utilization of the WISE planning tool and as well as the Oklahoma Nine Essential Elements and Needs Assessment. Training and support throughout the term of the grant is also part of their provided services.

Strategic planning process

The WISE planning and coaching tool will be used to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for school improvement efforts. The superintendent, principal, and turnaround officer have been trained to use the WISE planning and coaching tool. All teachers will be trained to use the WISE planning and coaching tool.

Formative and summative data collection

A data system will be created to collect and use data driven decision making (District data collection and analysis, Individual teacher data systems to monitor student growth, Data Walls in all classrooms and School Data Wall, Early Warning System to monitor student attendance, academic data, etc.). An annual review of summative data will be used to identify achievement gaps, gaps in curriculum and to identify professional development needs.

Other funding sources

Existing federal funds will be reallocated to continue elements of the transformation model. The Dover Education Foundation will also redirect funding so as to sustain those elements that proved to be the most impactful. Outside funding sources will continue to be sought after by the administration and staff to ensure the continuance of the positive effects.

School wide plan to sustain reform efforts

Dover Public School's School wide Improvement Plan was approved by the State Department of Education. It includes goals to improve reading, math, attendance, job-embedded professional development, parental involvement, community involvement, and school climate. These goals work well with the goals of the transformation plan.

Title I, Part A school wide plan

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. Future Title I, part A as well as other federal funds will be budgeted to sustain programs which provide the most positive impact.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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

1. the needs of the school for pre-implementation initiatives;

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

Dover is a small community with a high level of poverty. Over 76% of our student body is on free and reduced lunch. Language is a barrier in communication both with parents and students. 23% of our students are English language learners and several of our parents speak little to no English. School funding is an issue statewide but it is at a very critical level here. The current superintendent took over in July and inherited a carryover that was about than 30% of the previous years. That, coupled with a declining enrollment has a put a halt on spending. Technology needs have basically been ignored for quite some time. There are no desktop computers for student use. Outdated netbooks are the only devices available to students.

This grant would give Dover Schools the chance to better serve the student population. Furthermore, the SIOP model will be implemented to close the gaps with our English Language Learners. Therefore, upon approval we will hit the ground running. Schedules and policies will be adopted or adapted to ensure that the grant is able to have the utmost positive impact.

Our technology needs could be brought up to date with the addition of a virtual network. The idea behind desktop virtualization is the ability to apportion resources to users as and when they require it. In case of limited resources, it would make sense to grant access to certain resources only as the need arises. The expense in equipping individual machines is then saved, as well as the cost of maintaining many simultaneous connections to the server. Additionally, security factors are addressed, since the resources are located centrally. This allows for greater protection through the internet filtering software as well as virus attack. Through the use of other grants, money has been allocated toward thin clients to operate on the network. A virtual licensed server would complete the network and bring up to date computing power to the students. Taking receipt of the server during the summer would allow for setup and instruction to be complete before school begins in August.

A two day workshop will be held in July to train the teachers to disaggregate and analyze data. Analyzing and comparing data and indicators can allow for better understanding the characteristics, patterns, differences and disparities among individual classes, students and teachers. These abilities and knowledge are important resources that will allow for more appropriate and individualized instruction.

SCHOOL ACTION PLAN

For each Priority School, complete an annual action plan for three (3) consecutive years for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.			
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. A) Screen all existing staff and rehire no more than 50 percent; and B) Select new staff.			
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.			
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			

Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	Joe Garrison was named as high school principal. In his short time on the job he has already made a positive impact on school culture and student motivation in the classroom. Mr. Garrison has a vision for Dover High School and the stakeholders have bought in. He has the ability and expertise to guide both students and faculty through this transformation and into a successful school. Mr. Garrison is enthusiastic about the opportunity to grow professionally through this grant. His enthusiasm and dedication to improvement has been infectious and will continue to influence the faculty and in turn, the students.	July 2013	Recommended by Mark Batt, Superintendent Approved by Dover Board of Education

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>Dover utilizes the Tulsa Model as the TLE instrument for our faculty and the McRel Model for the leadership portion of the evaluation system. Three members of the administrative team have successfully completed TLE training provided by CCOSA and SDE. The superintendent is trained in the use of the McRel tool. The teachers received on site TLE training in August. This training will continue annually. ECS provides additional training and support for both models.</p> <p>This model was developed by Oklahoma teachers. It takes into account data on student growth as well as other factors such as multiple observations based assessments of performance and ongoing collections of professional practice reflective of student achievement. It was designed and developed with teacher and principal involvement.</p> <p>Teacher expectations are established and assessed using the performance-based rubric. All teachers are evaluated using the new teacher performance rubric. The Teacher Evaluation Instrument complies with all state regulations to successfully identify the effectiveness and developmental needs of teachers.</p> <p>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</p>	<p>August, 2013</p> <p>June, 2014-June, 2017</p> <p>Ongoing</p>	<p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Kim Collier, ECS Director</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>through documentation, communication of evaluation results, and providing a plan of improvement prior to considering exiting those teachers.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 1. Strategic Leadership – School vision, mission and strategic goals, leading change, school improvement plan, and distributive leadership 2. Instructional Leadership - Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time. 3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment. 4. Human Resource Leadership – Professional development/learning communities, recruiting, hiring, 		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>placing and mentoring staff, teacher and staff evaluations.</p> <p>5. Managerial Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff.</p> <p>6. External Development of Leadership – Parent and community involvement and outreach.</p> <p>7. Micro-Political Leadership – School executive, Micro-Political leadership.</p> <p>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. ECS will provide on-going training on-site for school administrators in the administrative evaluation system.</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>Performance Incentive Pay</p> <p>The district will institute an incentive pay program based upon student achievement.</p> <p>Language Arts and Mathematics teachers will receive \$50 for each of their students who score proficient or above on state administered tests. Special Education teachers will receive \$50 for each of their students who score proficient or above on state administered tests.</p> <p>All faculty will receive \$500 if the reading SMART goal is met and \$500 if the math SMART goal is met.</p> <p>Teachers in need of assistance as noted through observation and evaluation using the TLE will be provided ample opportunity to improve through collaboration with other teachers, coaching from ECS and guidance by administration. Those who continue to perform below acceptable levels will be removed by the board of education.</p>	<p>August 2014-June 2017</p>	<p>Dover BOE</p> <p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Kim Collier, ECS Director</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>The external provider selected, Kim Collier of Educational Consulting Services (ECS), will utilize the Effective Schools model toward comprehensive reform in professional development aligned with state data (OCCT), formative and summative data and district assessments, the WISE Planning Tool, and Oklahoma Best Practices and Needs Assessment.</p> <p>Ms. Collier will assist Dover High School in creating Data Systems to collect and use data driven decision making (District data collection and analysis, Individual teacher data systems to monitor student growth, School Data Wall, and Early Warning System to monitor student attendance, academic data, etc.).</p> <p>ECS will facilitate 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 (Dufour and Dufour, 2009). The team will drive the PLC effort and help to build capacity and sustainability toward improvement. Furthermore, in a PLC, collaboration will represent a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. Members of a PLC will be focused on results and develop and pursue measurable improvement goals that are aligned to school and district goals for learning.</p> <p>ECS will implement a coaching and professional</p>	<p>July and August 2014, 2015, 2016 for new teacher academy and teacher academy</p> <p>August 2014-May 2015, August 2015 – May 2016, August 2016 – May 2017 for ongoing onsite technical assistance and professional development</p>	<p>Kim Collier, ECS Director</p> <p>Rhonda Andrews, Turnaround Coach</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>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”.</p> <p>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.</p> <p>Finally, the concept of coaching is consistent with the following National Staff Development Council (NSDC,</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>2001) standards:</p> <ol style="list-style-type: none"> 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. <p>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 (2014-2015), one day a week the second year of the grant (2015-2016), and twice a month through a “Train the Trainer” model working with the Instructional Specialists to build capacity and sustainability upon completion of the grant (2016-2017).</p> <p>An important component of this coaching model is for the</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>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.</p> <p>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</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>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).</p> <p>ECS will also implement “Instructional Rounds” to enhance teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers. During these instructional rounds, small groups of teachers make brief observations of their fellow teachers. These observations are longer than 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</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>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.</p> <p>Furthermore, every teacher should participate in instructional rounds at least once per semester (Fall and Spring). In addition, rounds will be facilitated by the Turnaround Coach to ensure sustainability.</p> <p>In addition, ECS Executive 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).</p> <p>Differentiated instructional professional development will also be provided using research and best practice by Marzano (Classroom Instruction that Works), Carol Ann Tomlinson, and scientifically research based reading and math instructional strategies. Administrators and teachers</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>will understand that differentiation provides a structure of fluid and flexible tiers to challenge students at the appropriate level of instruction. It involves responsive teaching and scaffolding students' learning and may include cooperative groupings, using tiered assignments and alternative assessments, such as rubrics and individualized assessment progress monitoring (Student Individualized Assessment Plan /S-IAP). Curriculum standards tell us what to teach, but differentiation guides us in how to teach in order to meet the needs of all learners (Tomlinson, 2001).</p> <p>Teachers will be provided with scientifically based reading research (SBRR) interventions and will continue to improve reading with all subgroups and in all content areas. The comprehensive research provided by Silver (2010), Almasi (2005), Kamil (2004), Pressley (2002), Guthrie (2004), Mastropieri and Scruggs (1997) and Pearson & Fielding (1991), show several conclusions for effective comprehension instruction and learning. First, teachers will understand reading comprehension involves active thinking. Second, teachers need to move away from assessing student recitation to improving student recitation proficiency. Development of transferable strategies that promote independent use of effective thinking while reading needs to be emphasized more. Third, teachers need to understand that strategy learning takes time. Fourth, there were only a handful of strategies that seemed apparently central to improved school comprehensions: Activating prior</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>knowledge, Summarizing, Story grammar framework, Imagery, Question generating, and Thinking Aloud. Fifth, Dr. Harvey Silver found that in order to read for meaning in order to build comprehension, reasoning, and problem solving, teachers need to teach students to read with a purpose, restate important ideas, draw conclusions, and defend them evidence (2010). Finally, Almasi and her colleagues (2005) found that successful comprehension strategy instruction involved teaching students a variety of strategies rather than treating the strategies as an isolated skill; therefore, teachers will receive coaching, modeling, and mentoring with the identified strategies and also areas identified by reading scores on the EOI, district assessments, and additional formative assessments.</p> <p>Strategies for differentiated instruction will also be provided to assist teachers with their performance based evaluation assessment and individual professional growth plans.</p> <p>Job-embedded staff development will be provided for improving English Language Learner strategies using the Sheltered Instructional Observation Protocol (SIOP) model.</p> <p>The SIOP model was developed by researchers at California State University (Jana Echvarria and Mary Ellen Vogt0, and the Center for Applied Linguistics (Doborah J. Short) with the Center for Research on Education, Diversity &</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Excellence, funded by the U.S. Department of Education (1996-2003). The eight interrelated components of the SIOP Model that were found highly effective for English Language Learners are the following: Lesson preparation; Building Background; Comprehensible Input; Strategies; Interaction; Practice/Application; Lesson Delivery; Review and Assessment.</p> <p>Year two and three will have a new teacher SIOP Model professional development workshop, on-going coaching and modeling from the ECS SIOP Trainer in the classroom, and additional training provided by the ELL specialist in order to sustain improved teacher instruction with ELL strategies and close achievement gaps with ELL learners.</p> <p>ECS will train teachers and administrators to align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources (Jacobs,2004). Teachers will also 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.</p> <p>ECS will provide on-going professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>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, EOI 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.</p>		
<p>5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.</p>	<p>Dover will implement a Train the Trainers Model in order to provide opportunities for growth.</p> <p>Improvement and training on the TLE will provide teachers with positive reinforcement and validation.</p> <p>ECS will provide coaching for all district evaluators to improve identification of effective teaching strategies and feedback to improve teaching.</p> <p>Dover will implement a performance-based incentive</p>	<p>August 2014</p>	<p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Kim Collier, ECS Director</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>program for certified staff. Incentive bonuses will be awarded annually for returning teachers based on student achievement and teacher evaluations. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Dover the following year. The district will seek corporate sponsorship of bonuses before the funding period ends.</p> <p>The district will strive to provide the latest technology for teachers (interactive white boards, projectors, mobile devices) to provide ongoing opportunities for professional growth and to allow for increased student engagement.</p>		
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.	<p>Dover will use ECS to facilitate vertical and horizontal alignment of curriculum and to identify instructional gaps using EOI reading /math results and Oklahoma Academic Standards (OAS).</p> <p>All teachers will be trained to disaggregate data, align curriculum, identify gaps, and to write effective curriculum.</p> <p>Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps and pacing calendars to design a comprehensive curriculum that is based on OAS objectives. All instruction will be embedded in this concept.</p>	July, 2014-June, 2017	Kim Collier, ECS Director Rhonda Andrews, Turnaround 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)
	<p>Monitoring - Agendas, Sign-in sheets, curriculum alignment documents.</p> <p>Sustainability - Teachers will be trained using the Train the Trainers model to ensure sustainability beyond the funding period</p>		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>Utilizing student data is critical to effective teaching and learning. With the 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.</p>	July, 2014-June, 2017	<p>Kim Collier, ECS Director</p> <p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Scott, Cline, Data Coordinator</p> <p>Rhonda Andrews, Turnaround Coach</p>
8. Establish schedules and implement strategies that provide increased learning time.	<p>The use of CTTC resources to provide more learning opportunities for our students as well as AP and college level courses.</p> <p>The additional twenty minutes that has been added to the instructional day.</p> <p>After school and summer tutoring and remediation.</p>		

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
9. Provide ongoing mechanisms for family and community engagement.	<p>Research shows that students whose families are involved in their education perform better in school, stay in school longer, and are more likely to pursue further education. Parents and guardians also stand to gain from greater involvement in school life by gaining new skills and greater confidence as well as having more opportunities to become active and play a leadership role in school and community life.</p> <p>We encourage family and community engagement by hosting organized parent meetings, ice cream socials, town hall meetings and utilizing surveys to gauge parent and community satisfaction and support for our school. We are in the process of conducting the Marzano What Works in Schools survey of parents, teachers and students. The Marzano school needs assessment will be ongoing and entail more surveys in the upcoming year. We plan to use the data to better serve the academic needs of our students, reflect on teaching practices and monitor school climate concerns.</p> <p>In our attempt to improve our school community we have partnered with several social organizations to provide families a convenient way to access services. Recently we established partnerships with Prevent Blindness Vision Screening, Regional Food Bank and Feed the Children. We are seeking out more potential partners to further these</p>	<p>Ongoing</p> <p>Survey – April 2014 October 2014 March 2015 October 2015 March 2016 October 2016 March 2017 October 2017</p> <p>Ongoing</p>	<p>Administration and Faculty</p> <p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Scott Cline, Data Coordinator</p> <p>Rhonda Andrews, Turnaround Coach</p> <p>Mark Batt, Superintendent</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>efforts.</p> <p>Dover Schools is also working with the city council in an effort to secure and develop low cost housing in the community. Both entities realize that we are dependent on one another as are our abilities to thrive.</p> <p>To better communicate with the community we have developed a plan for our communications class to produce a regular community wide newsletter. Students will be given the opportunity to further develop skills in communication, journalism, English and grammar as well as creative writing.</p>	<p>Ongoing</p> <p>August 2014</p>	<p>Mark Batt, Superintendent</p> <p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Travis Peery, Teacher</p>
<p>10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Dover High School operates as a single site district. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Dover Schools has developed and implemented district/community communication through an automated calling system and input meetings, so that those that will be impacted by a decision have a voice.</p> <p>Lines of communication are always open so that the necessary modifications to schedules, calendars, and budgets can be made that will most effectively increase student achievement.</p>		<p>Dover BOE</p> <p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p>

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>Dover is a small district. The high school will receive all possible resources and support from the district.</p> <p>The district/school will engage in ongoing technical assistance meetings with the SEA.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from Educational Consulting Service.</p> <p>Dover has created an administrative advisory board which met to complete their WISE needs assessment and participated in the planning of the school's transformation model.</p> <p>The district has utilized the expertise of Kim Collier to assist with the development of the annual school improvement plan (SIPlan). The faculty will work with ECS to utilize the WISE tool to assist with assessment, development, and documentation of school improvement efforts. In addition, Kim Collier, ECS, and the Turnaround Officer, Rhonda Andrews, will continue to conduct professional development and training with the school to ensure that the WISE Plan is fully implemented and utilized.</p>	August 2014-June, 2017	<p>Mark Batt, Superintendent</p> <p>Joe Garrison, Principal</p> <p>Kim Collier, ECS Director</p>
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
1. Technology A. Virtual Network B. Portable Devices 2. 3. 4. 5.	<p>Technology</p> <p>Technology needs have been overlooked for quite some time. There are no available desktop computers for student use in the high school. Netbooks, purchased in 2009 are the only computing resources. Needless to say, our students are far from being offered equitable opportunities to students in other districts.</p> <p>Virtual servers and thin clients offer many advantages to schools in our situation. They will give us the ability to upgrade our hardware to the current standards quickly and remain current more cost effectively. The server is a major purchase. However, it then offers connectivity to a large number of very cost efficient clients. The use of thin clients will allow us to continue to expand our number of student computers on a very limited budget. Since there are no moving parts in a thin client there is virtually no maintenance. The lack of a full time IT person makes this very advantageous. Most server maintenance can be done off site through the internet. Running all student software from one location allows upgrades and installation of new software to be done only once. Security from internet filtering is also bolstered because any changes made to the system are erased upon shut down. This also removes the threat of damage due to viruses and other malware.</p> <p>Mobile computing is also the current standard. Microsoft</p>	August 2014	Mark Batt, Superintendent Scott Cline, Data and Technology Coordinator All Faculty

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)
	Surface Pro or a comparable tablet in mobile cabinets will allow teachers to incorporate technology into their classrooms.		

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

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

**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.

Policy and Procedure Changes

Policy changes were necessary in order to ensure that the greatest possibility for success was provided. We will continue to review policy and procedure to ensure that a smooth implementation of the model. Dover held numerous meetings to provide board members and staff members to provide input in selecting the model, the interventions and the allocation of resources. Survey and e-mail were also used to provide as much information as possible in the limited amount of time that was available for public review and input.

Turnaround Coach

Rhonda Andrews was selected as the turnaround coach. This is a full time position. Mrs. Andrews salary is \$36,600 plus the additional \$5000 stipend for a yearly total of \$41,600.

Data and Technology Coordinator

Scott Cline holds a math degree and has experience in handling a variety of administrative duties. Mr. Cline stays abreast of current trends in both education and technology and has experience in the utilization of data driven educational systems. This is a half time position. The yearly salary for this position will be \$19,850.

Teacher Performance Incentive

The district will institute an incentive pay program based upon student achievement. Language Arts and Mathematics teachers will receive \$50 for each of their students who score proficient or above on state administered tests. Special Education teachers will receive \$50 for each of their students who score proficient or above on state administered tests. All faculty will receive \$500 if the reading SMART goal is met and \$500 if the math SMART goal is met.

Remediation Specialists

Three half time certified remediation specialists will be utilized in the program. These positions are yet unfilled. \$55,700 has been budgeted as compensation. Additionally, an uncertified tutor position is required. This position is also unfilled with a budgeted salary of \$10,800.

Technology

The ability to upgrade technology is a very important component in this grant. Fifteen thin clients at \$6450 and forty five mobile devices with two carts totaling \$33000 have been budgeted.

Timely Distribution of Funds

Funds will be available immediately because we are small district.

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.

Dover High School will have a designated office which is located next door to the Principal. This office will be used by the turnaround coach for research and collaboration with teachers and administration.

Rhonda Andrews presently serves as a teacher leader and is member of the district's leadership team. She has been instrumental in creating and helping to administrate our reading intervention program. Mrs. Andrews is well respected by her peers and has a way of directing without offending. She is a long time resident of the community and possesses an understanding of the current and past school culture and climate. Mrs. Andrews is also widely respected in the community and is a great ambassador for the school. She was instrumental in delivering our message and garnering support for our Career Tech annexation.

Her greatest strengths include the skills necessary for a successful to facilitate this transformation. She is highly motivated, extremely organized, and has superb people skills. She has impeccable integrity.

The Turnaround Coach will receive a \$5000 stipend for her services.

Responsibilities:

Input district/site level data into the WISE tool.

Report progress to all stakeholders.

Monitor Transformation Plan implementation progress.

Report concerns to the superintendent and principal

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 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 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 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.

Teachers will be paid at a rate of \$200 per day plus benefits to attend training that is beyond that required by law and their contracts. This rate is below their average daily rate of pay but they felt that it was fair.

Collaboration Time

The 90 minutes of required and protected collaboration time will be created by implementing a staggered schedule to embed collaboration time into the work week at no additional cost.

Additional Training

5 Day Academy for All Teachers and 5 Day 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 5 days of site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The collaboration time will be built into the schedule.

5 Day New Teacher Academy

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

Professional Development

Funding will provide 50 days of on-site coaching/modeling and direct training from Educational Consulting Service, at a rate of \$1,000 per day. Total cost for coaching, training, and modeling from external providers and trainers will be \$50,000/year 1, \$50,000/year 2, and \$50,000 in year 3 or \$150,000 the total funding period.

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

Teacher Stipends

Teachers will be paid at a rate of \$200 per day plus benefits to attend a two day pre implementation. The total amount budgeted to stipends is \$7500.

Supplies

Books and workbooks for the trainings total \$750.

Professional Development

Educational Consulting Service will provide pre implementation training for \$5000.

Technology

The budgeted amount for the purchase of a virtual server, licensing and installation is \$9500.

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 to be served. Budgets submitted must be aligned to the model selected for each school. Each budget should be sufficient to cover the minimum (\$50,000 per year) not exceed the maximum (\$2,000,000 per year) award range allowable for each Priority School identified during each of the three (3) fiscal years over the period of availability of the grant (2014-2015, 2015-2016, and 2016-2017).
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement with fidelity, one of the following rigorous intervention models in each Priority School 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;
 - (i) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (ii) Screen all existing staff and rehire no more than 50 percent; and
 - b. 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.

j. A turnaround model may also implement other strategies such as--

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

or

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

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

- ***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 strategies:

a. Developing and increasing teacher and school leader effectiveness.

b. Required activities. The LEA must--

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

(ii) 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;
(iii) 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;

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

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

c. 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 skills 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.

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

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

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

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

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

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

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

(E) In secondary schools--

(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 instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

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

e. Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

f. Providing operational flexibility and sustained support:

(i) Required activities. The LEA must--

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

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

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

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

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

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.

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 in the state. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma):** A school that, based on scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the state. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state.

Priority School:

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

combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;

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

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

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

Current SIG schools are not eligible to compete for Cohort 4 SIG funds.

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

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

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

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

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

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

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

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

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

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

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

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA Capacity

Level I	Level II	Level III
<ul style="list-style-type: none"> None of the indicators for the chosen intervention model are addressed in the LEA application. 	<ul style="list-style-type: none"> Some of the indicators for the chosen intervention model are addressed in the LEA application. 	<ul style="list-style-type: none"> All of the indicators for the chosen intervention model are addressed in the LEA application.

LEA Procedures/Polices for External Providers

The written procedure/policy must include the following *steps*:

- Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- Research and prioritize available providers, which may include contacting other LEAs that have used the provider;
- Engage parents and other stakeholders in the review and selection process;
- Evaluate the external provider’s progress toward goals and expectations; and
- Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists. 	<ul style="list-style-type: none"> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the <i>steps</i>. 	<ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all <i>steps</i>.

Level I	Level II	Level III
<ul style="list-style-type: none"> The justification for the selection of external providers does not include the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement. 	<ul style="list-style-type: none"> The justification for the selection of external providers includes some of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement. 	<ul style="list-style-type: none"> The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.

LEA Integration of Services

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

LEA Modification of Policies and Procedures

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model. 	<ul style="list-style-type: none"> The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model. 	<ul style="list-style-type: none"> The LEA describes how policy was or policies were modified to enable schools to implement all of the requirements of the selected intervention model.

LEA Sustainability

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

School Needs Assessment and Identification of Intervention Model

Level I	Level II	Level III
<ul style="list-style-type: none"> No data sources were used in the analysis or summary of analysis is nonexistent. The identified model is not supported by the data analysis and needs assessment. 	<ul style="list-style-type: none"> Few data sources (1-3) were used and summarized into a limited analysis. The identified model is partially supported by the data analysis and needs assessment. 	<ul style="list-style-type: none"> Multiple data sources (4 or more) were used 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
<ul style="list-style-type: none"> Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound. 	<ul style="list-style-type: none"> Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound. 	<ul style="list-style-type: none"> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time-bound.

School Integration of Services

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

School Modification of Policies and Procedures

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

School Sustainability

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

School Action Plan for Pre-Implementation

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*. 	<ul style="list-style-type: none"> The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed. 	<ul style="list-style-type: none"> The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.

*[Non-Regulatory Guidance on School Improvement Grants](#)

School Action Plan for Intervention Model

The Action Plan must also include the following *additional factors*:

- The LEA has staff in place with the credentials and capacity to design and implement the selected intervention model(s) while still meeting the needs of LEA initiatives;
- The LEA has committed time and resources to adequately facilitate the design and ongoing implementation of the selected intervention model(s);
- The LEA has an ongoing process in place that will inform the design and implementation of the selected intervention model(s); and
- The LEA has demonstrated adequate capacity, as defined in Section B, Part 1 of the SEA application, to implement the selected intervention model(s).

Level I	Level II	Level III
<ul style="list-style-type: none"> • The Action Plan is not complete or does not provide required information regarding the intervention model. 	<ul style="list-style-type: none"> • The Action Plan addresses some of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the <i>additional factors</i> identified above. 	<ul style="list-style-type: none"> • The Action Plan addresses all the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the <i>additional factors</i> identified above.

LEA/School Budget Summary*

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

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