



JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister, State Superintendent of Public Instruction

DATE: June 23, 2016

SUBJECT: Consideration of the mandatory annexation of Grant-Goodland Dependent School District No. C-3

Introduction

At the March 24, 2016 regular meeting, the State Board of Education entered an Order Granting State Intervention in Dependent School District No. 3 of Choctaw County, Oklahoma, A/K/A Grant-Goodland Public School. (Tab 1). Pursuant to that Order, the Grant-Goodland school district submitted its School Plan for 2016-2017 on April 27, 2016, and submitted a revised version of the School Plan on June 16, 2016. An analysis of that plan and the financial condition of Grant Goodland School was presented to the State Board of Education at its May 26, 2016 meeting. The Board set a hearing to consider the mandatory annexation of Grant-Goodland Dependent School District No C-3 at 1:30 p.m. on June 23, 2016.

Finances

The genesis of this matter is based upon financial mismanagement. The FBI and the United States Department of Education collected records and data from the district on January 28, 2016. An adverse audit for the year ending June 30, 2015 was issued by the Board's CPA firm which identified the chair of the local board, the District superintendent, and the deputy treasurer endorsing and cashing checks made out to various vendors and purported vendors of the school. This occurred over multiple fiscal years and totaled hundreds of thousands of dollars.

The March 24, 2016 Board Order required the District to provide certain financial information to the Department of Education at least five (5) days in advance of each local board meeting. The District provided financial information as follows:

- For the 5:30 p.m. April 4, 2016 local board meeting, purchase orders and treasurer's reports were received by the Financial Services Office on April 4, 2016 at 3:48 p.m. and 4:26 p.m. An activity fund report was listed on the local board agenda, but no information was provided for review.
- For the 5:30 p.m. April 14, 2016 local board meeting, no information was received by the Financial Services Office before the meeting. The agenda for the local board provided for the approval of General Fund P.O's and payroll checks for hourly employees.
- For the 6:30 p.m. May 2, 2016 local board meeting, the treasurer's report was received by the Financial Services Office on April 27, 2016. Purchase orders were not received before the meeting and were received on May 4 & May 12, 2016. An activity fund report was listed on the local board agenda, but no information was provided for review.
- For the 6:30 p.m. June 8, 2016 local board meeting, the financial information was received on May 31, 2016.

The District has repeatedly failed to comply with this Board's Order Granting State Intervention issued March 24, 2016.

Last month, it was reported to the State Board that according to the records of the Financial Services Office, Grant-Goodland has an extremely low General Fund balance, under \$5,000. The Financial Services Office and the office of Legal Services met on June 3, 2016 with the District superintendent, local board chair, and legal counsel for the school. A mistake was identified and corrected by the District on June 3, 2016. Based on the latest analysis by the Financial Services Office, Grant-Goodland Public School should end the fiscal year with a carryover balance of approximately \$85,000.

Grant Goodland School

Grant-Goodland Public School is an elementary school district in Choctaw County, Oklahoma, serving students in pre-K through 8th Grade. The District has a declining enrollment:

2012 – 2013	196 Students
2013 – 2014	179 Students
2014 – 2015	157 Students
2015 – 2016	118 Students

Over 95% of the students are eligible for free or reduced price lunches. Grant-Goodland continues to be a Priority Designation school district, based on low student performance. The Office of School Support has provided support, resources, and technical assistance to Grant-Goodland Public School since 2010.

The revised School Plan provided to the State Department of Education on June 16 contained some improvements from the original plan submitted in April. However, the revised School Plan still does not provide evidence that the district has the necessary capacity and strategy in place to build an environment that supports optimal student learning.

Over 70% of the District's annual revenue comes from State Aid. With consistently declining student counts over the past 4 years, the amount of State Aid flowing to Grant-Goodland in the future will decline, because the student count for State Aid calculations is based on the highest weighted average daily membership of the previous 2 years. As average daily membership lowers, State Aid allocations decrease.

Computations by the State Aid Section indicate allocations as follows:

FY 2016	\$989,615.30
FY 2017	\$870,784.50 [projected]
FY 2018	\$613,176.50 [projected]

Against this backdrop of facts and projections, the State Department of Education recommends the mandatory annexation of Grant-Goodland Public School.

Mandatory Annexation of a School District

Oklahoma law provides that a school district may be annexed to one or more other districts either through a local election held with the approval of the boards of education of the affected districts, or through "mandatory annexation by the State Board of Education" (70 O.S. § 7-101). The State Board is authorized by statute to "promulgate rules and regulations regarding the procedures necessary to accomplish mandatory annexation" (70 O.S. § 7-101.1), and in 1994 an administrative rule was adopted laying out guidelines for the circumstances under which the Board may consider mandatory annexation (*see* Oklahoma Administrative Code 210:1-3-2). The rule also outlines basic procedures that the State Board must follow before, during, and after a meeting where mandatory annexation is considered.

Under the annexation rule, there are three conditions under which the State Board of Education is authorized to consider mandatory annexation: when a school district has been declared "academically at-risk" under the accountability system; when a district has been non-accredited by the State Board; and when a district fails to open or maintain a school. Under the current school accountability system, schools identified as Priority Schools are considered academically at-risk. Grant-Goodland Public School is currently classified in Priority School status based on student performance.

Statute provides that the State Department of Education must notify a school district that will be considered for annexation, and that the district may request an opportunity to appear before the State Board of Education. Grant-Goodland Public School made a

timely request to appear before this Board to address the consideration of mandatory annexation.

If the State Board approves the mandatory annexation of a school district, the Board must also designate one or more of the potential receiving districts to take an inventory of the annexed district's property. Upon an order of mandatory annexation by the State Board, every parent or guardian of a student in the annexed school district is notified of the district's dissolution and given 10 days to submit a transfer request to the State Superintendent indicating which district they prefer their student(s) attend. The State Board may consider the parent/guardian preferences in establishing the boundary lines for division of the annexed district.

The assets and liabilities of the annexed district are assumed by the receiving district or districts. When there are two or more receiving districts, the assets and liabilities are divided by agreement between the local boards of education. If the boards of the receiving districts are unable to agree on the division of assets and liabilities, the State Board of Education is authorized to determine the division.

The steps involving the designation of a district to inventory property, and the solicitation of preferences from parents in the annexed district, are not included if the State Board issues an order annexing a district to just one receiving district.

Adjoining School Districts

Four (4) school districts adjoin Grant-Goodland Public School:

Fort Towson – 20 miles from Grant-Goodland School or 23 minutes away
Boswell – 27 miles from Grant-Goodland School or 29 minutes away
Hugo – 6 miles from Grant-Goodland School or 11 minutes away
Soper – 17 miles from Grant-Goodland School or 21 minutes away

Graduates of Grant-Goodland attended high school in the adjoining school districts over the past 3 years as follows:

Fort Townson – 6
Boswell – 0
Hugo – 22
Soper – 6

While the Financial Services Office projects Grant-Goodland will have a projected carryover fund balance of approximately \$85,000, the adjoining school districts are projected to have the following carryover balances:

Fort Towson – \$300,000

Soper – \$700,000

Hugo – \$1,100,000

Boswell – \$600,000

Recommendation

The State Department of Education recommends the mandatory annexation of Grant-Goodland Dependent School District No. C-3 to Hugo Independent School District No. I-39. Hugo is the closest school and parents have sent their students there the last 3 years in overwhelming numbers. The district has funding available to accommodate this move. The Office of School Support stands ready to assist Hugo as needed.

STATE OF OKLAHOMA, ex. rel.
STATE DEPARTMENT OF EDUCATION,
Applicant

VS.

DEPENDENT SCHOOL DISTRICT #3 OF
CHOCTAW COUNTY, OKLAHOMA, A/K/A
GRANT-GOODLAND PUBLIC SCHOOL
Respondent

2016-9

ORDER GRANTING STATE INTERVENTION

On this 24th day of March, 2016, this matter came on for consideration the Application for Administrative Order for State Intervention (the “Application”) of Grant-Goodland Public School (the “District”). The Application was presented to the Oklahoma State Board of Education (the “Board”) by David Kinney, General Counsel for the State Department of Education (the “Department”). Legal Counsel for the District, Laura Holmes, patrons of the Grant-Goodland community, and District officials appeared on behalf of the District.

After due consideration of the evidence and matters officially presented, pursuant to 70 O.S. §1210.543, the Board hereby finds as follows:

1. The District has failed to meet financial requirements for school districts or accreditation standards which negatively affects education or could result in the District not being able to operate for the remainder of the year;

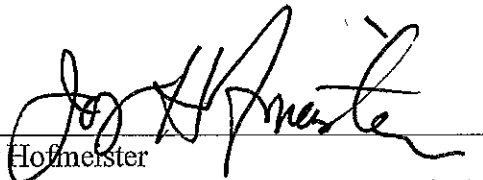
2. Through June 30, 2017, the District must comply with the following corrective action plan: (a) provide all encumbrances to the Department for review and approval at least five (5) days before they are presented to the District Board of Education; (b) on a monthly basis, provide the Department with all bank statements for all accounts of the District and/or District Board of Education;

(c) provide a monthly treasurer's report to the Department at least five (5) days before it is presented to the District Board of Education; and (d) accommodate any and all Department and/or Board personnel on visits to the District for the provision of assistance to the District;

3. By May 1, 2016, the District Board of Education shall provide the Department with a detailed plan for the 2016-2017 school year, to include a discussion relating to voluntary annexation; and,

4. By May 1, 2016, the District shall provide the Department with a plan outlining specific corrective actions the District will take to address areas of concern identified by the Department, including but not limited to issues identified and provided to the District during the Department's March 7, 2016 meeting and review of District files and documents with District personnel.

IT IS SO ORDERED.


Joy Hofmeister
Chairperson of Oklahoma State Board of Education

GRANT-GOODLAND

BUDGET ACTION PLAN

2016 – 2017
(Updated June 16, 2016)

Grant-Goodland Public School

Board of Education

PROJECTED REVENUE FOR 2017 FY

TITLE I	\$ 72,030.00
TITLE II	19,768.72
IDEA-B	44,132.53
PRE-SCHOOL	5,317.34
JOM	2,015.00
TITLE VII	8,290.00
SMALL SCHOOLS	8,000.00
LOCAL SOURCES	169,709.25
INTERMEDIATE SOURCES	21,181.34
REA	27,887.27
SCHOOL LAND	22,940.20
FOUNDATION AID	757,146.00
FLEX BENEFITS	120,000.00
IMPACT AID	124,185.99
CARRY/OVER	<u>85,235.60*</u>
TOTAL	\$1,487,839.24

*Projected carry-over less bus payment

PROJECTED EXPENSES

SALARIES: FUNCTION 1000:	\$548,791.25
2152	50,000.00
2230	24,796.65
2310	15,032.03
2321	92,000.00
2511	51,886.72
2620	47,727.43
1700	<u>16,000.00</u>
TOTAL SALARIES	\$898,120.80
LIABILITY & PROPERTY INS.	26,381.00
WORKERS' COMP. INS.	11,086.00
TAX ASSESSMENT	7,600.00
CONTRACTED SERVICES:	
OSSBA MEMBERSHIP	1,225.00
OSSBA SUBSCRIPTION SVC.	500.00
CENTER FOR ED. LAW	700.00
J&J EDUCATIONAL	24,837.20
STATEWIDE COMMUNICATIONS	18,000.00
BARLOW	6,400.00
KELLOGG & SOVEREIGN	2,500.00
MAS, INC.	6,300.00
OFFICE EQUIPMENT	2,700.00
GASOLINE & DIESEL	12,775.00
UTILITIES	36,506.01
STAFF INSERVICE	11,000.00
ELECTION BOARD	2,000.00
BUS MAINTENANCE	10,000.00
CUSTODIAL SUPPLIES	10,000.00
EDUCATIONAL SUPPLIES	10,000.00
TECH EQUIP & REPAIRS	<u>20,000.00</u>
TOTAL	\$1,118,631.00

PROJECTED REVENUE:	\$1,487,839.24
PROJECTED EXPENSES:	<u>1,118,631.01</u>
EXCESS:	\$ 369,208.23

Grant-Goodland Public School

Board of Education

FINANCIAL STATUS FOR 2016 FISCAL YEAR

PROJECTED RECEIPTS FOR JUNE, 2016

STATE FOUNDATION AID:	\$ 71,593.00	(Scheduled to pay 06/16/16)
HEALTH & IN LIEU FBA:	11,740.20	(Scheduled to pay 06/16/16)
FEDERAL CLAIMS:		
TITLE I	24,446.95	(Submitted – need invoice)
TITLE I	19,075.87	(Submitted to OSDE)
JOM	751.47	(Submitted to Choctaw Nation)
IDEA-B	22,615.35	(Set to be paid 06/16/16)
REAP	<u>6,610.63</u>	(Approved for payment 06/14/16)
TOTAL	\$156,833.47	

Also will receive Ad Valorem Taxes, State School Land and Interest.

PROJECTED CASH ON HANDS AS OF JUNE 30, 2016

FUNDS ON HAND AS OF JUNE 1, 2016:	\$200,668.49 + \$3,384.25	= \$204,052.74
CHECKS OUTSTANDING AS OF 06/06/16		= 168,193.52
PROJECTED JUNE RECEIPTS:		= <u>156,833.47</u>
TOTAL		= \$192,692.69
Less Encumbered		- <u>39,999.21*</u>
PROJECTED CARRY/OVER		= \$152,693.48
Less repayment for bus		- <u>67,457.88</u>
Carry-over		\$ 85,235.60

REVENUE BASED ON ACCOUNTING RECORDS

FUNDS RECEIVED THROUG JUNE 1, 2016	\$1,449,823.38
PROJECTED JUNE RECEIPTS	<u>156,833.47</u>
PROJECTED REVENUE	\$1,606,456.85
PROJECTED EXPENSES	<u>- 1,453,963.37</u>
PROJECTED CARRY/OVER	\$ 152,693.48
Less repayment for bus	- <u>67,457.88</u>
Carry-over	\$ 85,235.60

*SOME P.O.'S WILL BE CLOSED AND WILL ALSO ADD TO CARRY-OVER

Grant Public School**Cash Balances****Options:** Fiscal Years: 0000-9999, Funds: 00-59, As Of Date: 6/15/2016, Account Types: All**Cash By Account and Fund**

AC 0101	FIRST UNITED		
2014	11	GEN FUND-FOR OP	\$0.00
2015	11	GEN FUND-FOR OP	\$0.00
2015	21	Building	\$0.00
2015	22	CHILD NUTRITION	\$0.00
2016	11	GEN FUND-FOR OP	\$200,668.49
2016	21	Building	\$10,586.19
2016	22	CHILD NUTRITION	\$17,281.22
Total AC 0101			<u>\$228,535.90</u>
AC 0102	SECURITY FIRST NATIONAL BANK		
2015	11	GEN FUND-FOR OP	\$0.00
2016	11	GEN FUND-FOR OP	\$3,384.25
Total AC 0102			<u>\$3,384.25</u>
			<u>\$231,920.15</u>

Cash By Fund

2014	11	GEN FUND-FOR OP	\$0.00
2015	11	GEN FUND-FOR OP	\$0.00
2015	21	Building	\$0.00
2015	22	CHILD NUTRITION	\$0.00
2016	11	GEN FUND-FOR OP	\$204,052.74
2016	21	Building	\$10,586.19
2016	22	CHILD NUTRITION	\$17,281.22
			<u>\$231,920.15</u>

Outstanding Payments

Options: Fiscal Years: 2016, Funds: 11, As Of Date: 6/30/2016

Year	Fund	No	Date	Reg Date	Vendor No	Vendor	Amount
2016	11	420	1/6/2016	1/6/2016	10127	OK EMPLOYMENT SECURITY COM	\$1578.48
2016	11	658	4/27/2016	4/27/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$558.88
2016	11	689	5/20/2016	5/20/2016	10937	AETNA LIFE INSURANCE COMPANY	\$335.37
2016	11	690	5/20/2016	5/20/2016	61	AFLAC	\$512.09
2016	11	691	5/20/2016	5/20/2016	99999	GRANT PUBLIC SCHOOL	\$118.50
2016	11	692	5/20/2016	5/20/2016	11265	CENTRAL UNITED LIFE INSURANCE	\$297.94
2016	11	695	5/20/2016	5/20/2016	99050	GRANT PUBLIC SCHOOL	\$90.00
2016	11	696	5/20/2016	5/20/2016	10782	ING USA ANNUITY AND LIFE	\$505.00
2016	11	697	5/20/2016	5/20/2016	65	OK EDUCATORS' CREDIT UNION	\$300.00
2016	11	699	5/20/2016	5/20/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$8540.79
2016	11	700	5/20/2016	5/20/2016	11386	PROVIDENT LIFE & ACCIDENT INS	\$39.78
2016	11	701	5/20/2016	5/20/2016	11163	ReliaStar Life Insurance Co.	\$325.00
2016	11	703	5/20/2016	5/20/2016	66	UNIFIED LIFE INSURANCE	\$5.75
2016	11	704	5/20/2016	5/20/2016	11110	UNUM LIFE INSURANCE CO	\$308.79
2016	11	705	5/20/2016	5/20/2016	11486	WILLIAM BOREN & ASSOCIATES. PC	\$250.00
2016	11	742	6/6/2016	6/6/2016	38	AMERICAN ELECTRIC POWER	\$1276.42
2016	11	743	6/6/2016	6/6/2016	10443	LARRY ALBERTY	\$509.00
2016	11	744	6/6/2016	6/6/2016	11194	AT & T	\$36.89
2016	11	745	6/6/2016	6/6/2016	10625	AUTOZONE	\$168.63
2016	11	746	6/6/2016	6/6/2016	10231	CCOSA	\$600.00
2016	11	747	6/6/2016	6/6/2016	11073	THE CENTER FOR EDUCATIONAL LA	\$652.80
2016	11	748	6/6/2016	6/6/2016	10110	HUGO DAILY NEWS	\$32.00
2016	11	749	6/6/2016	6/6/2016	10571	J & J SCHOOL SERVICES LLC.	\$7206.99
2016	11	750	6/6/2016	6/6/2016	10709	J-P OIL COMPANY	\$159.19
2016	11	751	6/6/2016	6/6/2016	11400	LINDSEY L THOMAS	\$3500.00
2016	11	752	6/6/2016	6/6/2016	42	MUNICIPAL ACCNTING SYSTEMS,IN	\$448.50
2016	11	753	6/6/2016	6/6/2016	10042	OFFICE EQUIPMENT CENTER	\$249.12
2016	11	754	6/6/2016	6/6/2016	10037	OKLAHOMA NATURAL GAS	\$701.33
2016	11	755	6/6/2016	6/6/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$558.88
2016	11	756	6/6/2016	6/6/2016	10153	OKLAHOMA STATE SCHOOL BOARD	\$800.00
2016	11	757	6/6/2016	6/6/2016	11345	PEOPLE PLUS INC.	\$195.00
2016	11	758	6/6/2016	6/6/2016	31	CATHIE PUGH	\$257.40
2016	11	759	6/6/2016	6/6/2016	10396	SADDLEBACK INN	\$554.94
2016	11	760	6/6/2016	6/6/2016	11651	STATEWIDE COMMUNICATIONS	\$1000.00
2016	11	761	6/6/2016	6/6/2016	10684	VOSS LIGHTING	\$97.00
2016	11	762	6/6/2016	6/6/2016	41	RURAL WATER & SEWER DISTRICT 1	\$199.10
2016	11	763	6/6/2016	6/6/2016	11256	WEEKS INSURANCE AGENCIES	\$100.00
2016	11	764	6/6/2016	6/6/2016	11659	Wofford Automotive	\$100.00
2016	11	765	6/6/2016	6/6/2016	11042	DENNIS D. LEE	\$733.14
2016	11	766	6/6/2016	6/6/2016	11042	DENNIS D. LEE	\$232.78
2016	11	803	5/23/2016	5/23/2016	10937	AETNA LIFE INSURANCE COMPANY	\$335.37
2016	11	804	5/23/2016	5/23/2016	61	AFLAC	\$512.09
2016	11	805	5/23/2016	5/23/2016	11265	CENTRAL UNITED LIFE INSURANCE	\$297.94
2016	11	806	5/23/2016	5/23/2016	10674	ELECTRONIC FEDERAL TAX	\$13488.46
2016	11	807	5/23/2016	5/23/2016	99995	FIRST UNITED BANK & TRUST CO.	\$38458.41
2016	11	808	5/23/2016	5/23/2016	99050	GRANT PUBLIC SCHOOL	\$80.00
2016	11	809	5/23/2016	5/23/2016	10782	ING USA ANNUITY AND LIFE	\$505.00
2016	11	810	5/23/2016	5/23/2016	65	OK EDUCATORS' CREDIT UNION	\$300.00
2016	11	811	5/23/2016	5/23/2016	64	OKLAHOMA TAX COMMISSION	\$1605.00

Outstanding Payments

Options: Fiscal Years: 2016, Funds: 11, As Of Date: 6/30/2016

Year	Fund	No	Date	Reg Date	Vendor No	Vendor	Amount
2016	11	812	5/23/2016	5/23/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$7430.52
2016	11	813	5/23/2016	5/23/2016	11386	PROVIDENT LIFE & ACCIDENT INS	\$39.78
2016	11	814	5/23/2016	5/23/2016	11163	ReliaStar Life Insurance Co.	\$325.00
2016	11	815	5/23/2016	5/23/2016	60	TEACHERS' RETIREMENT SYSTEM	\$7786.15
2016	11	816	5/23/2016	5/23/2016	66	UNIFIED LIFE INSURANCE	\$5.75
2016	11	817	5/23/2016	5/23/2016	11110	UNUM LIFE INSURANCE CO	\$308.79
2016	11	818	5/23/2016	5/23/2016	11486	WILLIAM BOREN & ASSOCIATES. PC	\$250.00
2016	11	819	5/25/2016	5/25/2016	10937	AETNA LIFE INSURANCE COMPANY	\$262.92
2016	11	820	5/25/2016	5/25/2016	61	AFLAC	\$457.34
2016	11	821	5/25/2016	5/25/2016	11265	CENTRAL UNITED LIFE INSURANCE	\$243.58
2016	11	822	5/25/2016	5/25/2016	10674	ELECTRONIC FEDERAL TAX	\$8181.14
2016	11	823	5/25/2016	5/25/2016	99995	FIRST UNITED BANK & TRUST CO.	\$26019.14
2016	11	824	5/25/2016	5/25/2016	99050	GRANT PUBLIC SCHOOL	\$50.00
2016	11	825	5/25/2016	5/25/2016	65	OK EDUCATORS' CREDIT UNION	\$200.00
2016	11	826	5/25/2016	5/25/2016	64	OKLAHOMA TAX COMMISSION	\$948.00
2016	11	827	5/25/2016	5/25/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$6847.78
2016	11	828	5/25/2016	5/25/2016	11386	PROVIDENT LIFE & ACCIDENT INS	\$16.38
2016	11	829	5/25/2016	5/25/2016	60	TEACHERS' RETIREMENT SYSTEM	\$5076.85
2016	11	830	5/25/2016	5/25/2016	11110	UNUM LIFE INSURANCE CO	\$229.34
2016	11	831	5/25/2016	5/25/2016	11486	WILLIAM BOREN & ASSOCIATES. PC	\$250.00
2016	11	856	6/20/2016	6/20/2016	10674	ELECTRONIC FEDERAL TAX	\$2583.19
2016	11	857	6/20/2016	6/20/2016	99995	FIRST UNITED BANK & TRUST CO.	\$7773.21
2016	11	858	6/20/2016	6/20/2016	99050	GRANT PUBLIC SCHOOL	\$10.00
2016	11	861	6/20/2016	6/20/2016	64	OKLAHOMA TAX COMMISSION	\$230.00
2016	11	862	6/20/2016	6/20/2016	10484	OKLAHOMA STATE AND EDUCATIO	\$1704.82
2016	11	865	6/20/2016	6/20/2016	60	TEACHERS' RETIREMENT SYSTEM	\$1246.09
Total: 2016 11							\$168,193.52
Total Outstanding:							\$168,193.52

Budget Analysis

Options: Year: 2015-2016, Date Range: 7/1/2015 - 6/30/2016, Print Detail: False

Classification	Appropriation	Encumbered	Paid	Encumbered Balance	Unencumbered Balance	% Enc Budget
2015-2016						
11 GEN FUND-FOR OP	1,521,165.76	1,453,963.37	1,413,964.16	39,999.21	67,202.39	95.58%
Total 2015-2016	\$1,521,165.76	\$1,453,963.37	\$1,413,964.16	\$39,999.21	\$67,202.39	95.58 %
Report Total	\$1,521,165.76	\$1,453,963.37	\$1,413,964.16	\$39,999.21	\$67,202.39	95.58 %

Grant Public School

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/15/2016

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 11 GEN FUND-FOR OP						
Series - 1000						
Source - 1110 AD VALOREM TAX LEVY (CURRENT)	\$146,879.57	\$157,808.72	\$0.00	\$10,929.15	107.44%	\$0.00
Source - 1121 Ad Valorem Tax (1st prior)	\$0.00	\$5,025.58	\$0.00	\$5,025.58	N/A	\$0.00
Source - 1122 Ad Valorem Tax (all other)	\$0.00	\$1,692.08	\$0.00	\$1,692.08	N/A	\$0.00
Source - 1130 REVENUE IN LIEU OF TAXES	\$0.00	\$76.01	\$0.00	\$76.01	N/A	\$0.00
Source - 1311 INTEREST - CHECKING ACCOUNT	\$0.00	\$81.80	\$0.00	\$81.80	N/A	\$0.00
Source - 1420 RENTAL NOT SCHOOL FACILITIES	\$0.00	\$2,475.00	\$0.00	\$2,475.00	N/A	\$0.00
Source - 1440 SALES OF EQUIP,SERV,& MATERIAL	\$0.00	\$47.25	\$0.00	\$47.25	N/A	\$0.00
Source - 1680 REFUND PRIOR YR EXPENDITURES	\$0.00	\$2,528.26	\$0.00	\$2,528.26	N/A	\$0.00
Series - 1000 Total	\$146,879.57	\$169,734.70	\$0.00	\$22,855.13	115.56%	\$0.00
Series - 2000						
Source - 2100 COUNTY 4 MILL AD VALOREM TAX	\$17,418.99	\$18,381.95	\$0.00	\$962.96	105.53%	\$0.00
Source - 2200 COUNTY APPORT.(MORTGAGE TAX)	\$3,473.57	\$2,799.39	\$674.18	\$0.00	80.59%	\$0.00
Series - 2000 Total	\$20,892.56	\$21,181.34	\$674.18	\$962.96	101.38%	\$0.00
Series - 3000						
Source - 3130 RURAL ELECTRIC COOP.TAX	\$33,908.06	\$29,950.70	\$3,957.36	\$0.00	88.33%	\$2,063.43
Source - 3140 STATE SCHOOL LAND EARNINGS	\$26,199.98	\$22,940.20	\$3,259.78	\$0.00	87.56%	\$0.00
Source - 3210 FOUNDATION AND SALARY INCEN.	\$868,648.00	\$774,436.00	\$94,212.00	\$0.00	89.15%	\$0.00
Source - 3250 EDUCATION FLEX.BENEFIT ALLOW.	\$108,943.08	\$97,491.55	\$11,451.53	\$0.00	89.49%	\$0.00
Source - 3310 ALTERNATIVE AND HIGH CHALLENGE	\$11,376.78	\$13,859.89	\$0.00	\$2,483.11	121.83%	\$0.00
Source - 3411 PROFESSIONAL DEVELOPMENT	\$1,017.00	\$509.00	\$508.00	\$0.00	50.05%	\$0.00
Source - 3415 READING SUFFICIENCE ACT	\$1,998.65	\$1,998.65	\$0.00	\$0.00	100.00%	\$0.00
Source - 3420 STATE TEXTBOOK	\$7,826.00	\$7,826.00	\$0.00	\$0.00	100.00%	\$0.00
Source - 3690 MISC. SOURCES OF STATE REVENUE	\$2,373.80	\$2,373.80	\$0.00	\$0.00	100.00%	\$0.00
Series - 3000 Total	\$1,062,291.35	\$951,385.79	\$113,388.67	\$2,483.11	89.56%	\$2,063.43
Series - 4000						
Source - 4130 TITLE VIII - IMPACT AID	\$110,264.13	\$124,185.99	\$0.00	\$13,921.86	112.63%	\$0.00
Source - 4140 TITLE VII, IND. EDUC.	\$11,398.00	\$5,737.50	\$5,660.50	\$0.00	50.34%	\$0.00
Source - 4180 REAP	\$4,373.00	\$4,373.00	\$0.00	\$0.00	100.00%	\$0.00
Source - 4210 TITLE I-BASIC PROGRAM	\$75,821.05	\$74,903.27	\$917.78	\$0.00	98.79%	\$0.00
Source - 4271 TITLE II, PART A	\$19,768.72	\$19,792.72	\$0.00	\$24.00	100.12%	\$4,407.11
Source - 4310 INDIV.WITH DISABIL.IDEA --B	\$11,402.24	\$19,992.96	\$0.00	\$8,590.72	175.34%	\$8,590.72
Source - 4550 JOHNSON-O'MALLEY	\$2,628.53	\$2,628.53	\$0.00	\$0.00	100.00%	\$0.00
Series - 4000 Total	\$235,655.67	\$251,613.97	\$6,578.28	\$22,536.58	106.77%	\$12,997.83
Series - 5000						
Source - 5600 CORRECTING ENTRY	\$0.00	\$460.97	\$0.00	\$460.97	N/A	\$0.00
Series - 5000 Total	\$0.00	\$460.97	\$0.00	\$460.97	N/A	\$0.00

Grant Public School

Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 6/15/2016

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Series - 6000						
Source - 6110 CASH FORWARD- SURPLUS CASH FWD.	\$55,446.61	\$55,446.61	\$0.00	\$0.00	100.00%	\$0.00
Series - 6000 Total	\$55,446.61	\$55,446.61	\$0.00	\$0.00	100.00%	\$0.00
Fund - 11 GEN FUND-FOR OP Total	\$1,521,165.76	\$1,449,823.38	\$120,641.13	\$49,298.75	95.31%	\$15,061.26
Report Total	\$1,521,165.76	\$1,449,823.38	\$120,641.13	\$49,298.75	95.31%	\$15,061.26

2016-2017

Grant – Goodland

Public School

School Plan



May 1, 2016

(Updated June 16, 2016)

Mission Statement

The Staff of Grant-Goodland Public School is committed to preparing students with the knowledge and necessary skills to become productive citizens in our ever changing global society.

OVERVIEW

This Action Plan describes a school plan to address our low test scores, the 2015-2016 Audit and the Oklahoma State Board of Education mandates. It will address issues that are keeping the Grant-Goodland Public School District from excelling academically, financially and our goals and objectives to correct.

The Action Plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is a document requiring periodic evaluation to assess progress. The plan was written within one month of identification for state-mandated school improvement. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs.

The Action Plan will be presented to Oklahoma State Board of Education for final approval on June 23, 2016. The school's Action Plan will be shared with the staff, parents, and public through the Grant-Goodland Public School District website (www.grant.k12.ok.us) and a copy will be available in the Administration Office upon request.

Beliefs An expression of fundamental values, ethical code, overriding convictions, principles	We believe that... <ol style="list-style-type: none">1. Relationships built on honesty and mutual respect creates responsible and effective communities.2. Everyone has worth and value is integral to society.3. High quality education produces responsible citizens and vibrant communities
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	<p>4. Teaching and learning are essential to the human experience of growth and change.</p> <p>5. Education is the shared responsibility of the entire community.</p>
<p>Objectives An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability</p>	<p>1. Each student will be given the opportunity and access through mentoring to grow personally and academically.</p> <p>2. Each student will have the opportunity to expand interests and horizons through expanded and broad community relationships.</p>
<p>Parameters Boundaries within which the school will accomplish its mission; self-imposed limitations</p>	<p>1. We will base decisions on what is best for students.</p> <p>2. We will ensure a culture of integrity</p> <p>3. We will be responsible stewards of our resources.</p> <p>4. We will not compromise excellence.</p> <p>5. We will honor relationships and treat all people with dignity and respect.</p>
<p>Planning Team</p>	<p>Staff: All</p> <p>Parents: Mr. and Mrs. Curtis Barr, Valarie McClure, Mr. and Mrs. White, Jason White, and Ms. Greer</p> <p>Community Partners: Pam Adamson, Debra Miller, Dr. Monk (Professor SOSU), Choctaw Nation, Meat By The Case, International Paper, Walmart, Steve Holman, Choctaw Electric, Tonia Allred and First United Bank</p>

SWOT Analysis

As we develop this Action Plan, our school will seek to understand our school's potential within its changing environment by engaging in an analysis of our **Strengths, Weaknesses, Opportunities, and Threats**—often abbreviated as a “**SWOT**” Analysis—because such an approach can be informative and provide perspective.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
State Funding	Grants/Contract Funding	Execute Intervention	Low Economic area
Faculty	State Funding	Using what we have	Poor Attendance
Students	Not looking at data	One-on-One	Detractors
Teaching Asst.	Curriculum	Change Culture	Parents' Hardships
Technology	Time Managers	Community Events	Double Classes
Great Community	Learning Confidence	SOSU	Student Engagement
Parental Involvement	Testing	Assessment Strategy	
Class Size	Schedule	Mentoring	

TIMELINE

The timeline below indicates the school improvement activities for the (2016 - 2017) school year.

<u>July</u>	<u>OCCT results</u>
<u>August</u>	<u>EDIT will analyze 2016 Summary CRT Data/</u> <u>Identify Weakest Skill area/develop instructional</u> <u>/New standards/blueprints and curriculum/benchmark discussion/focus on Reading /Writing/Math</u>
<u>September</u>	<u>Review instruction and identify intervention</u> <u>students based on testing and assessment data.</u> <u>Review purpose of benchmarking and writing</u> <u>discussion.</u>
<u>November</u>	<u>Review calendar maps along with assessments.</u> <u>Check to see if plan is still working. Begin Tier 2</u> <u>extended time for struggling students. Plan bench-</u> <u>mark before Christmas-use data for second</u> <u>semester. Develop a plan to practice independent,</u> <u>silent reading with grade level high-interest texts</u>
<u>January</u>	<u>Review and Discuss end of first semester calendar</u> <u>maps. Discuss DOK 1, 2, & 3 questions. Review</u> <u>results of December benchmarks. Do second</u> <u>semester calendar mapping based on results of</u> <u>student learning.</u>
<u>February</u>	Continue Mapping Follow-up. Review and revise as needed. Predict students' performance in April/May based on current learning. Extra interventions/implement final benchmarks and interventions before Spring Break—use results for final test preparations.

Professional Development
Monday, August 1, 2016

I. Technology Integration (1/2 Day- Morning) – Principal and Teachers

2. Objective: The teachers will discuss and formulate key requirements for successfully integrating technology in their classroom and use it to collaboration with other staff and parents.

3. Goal: 1. The teachers will formulate an establish communities of practice (general rules). Teachers will support others' learning and communicate with parents.

2. The teachers will formulate relevance to context and curriculum. (The District will stress the need to work with teachers to weave technology based on activities into their existing curriculum in order to stretch their instructional repertoires.)

3. The teachers will be supported by Administration to enable planning and collaboration on technology integration.

4. Activities/Actions:

- Each staff member (including cafeteria staff, teaching assistants, custodians and maintenance) will get their own login and e-mail address.
- Each teacher will be given instructions, passwords and be required to design and maintain their own web page on the Grant – Goodland Website.
- The students use Accelerated Reader to test reading comprehension. The teachers will learn how to use the program to track student progress.
- Each teacher will maintain a technology portfolio and uses it to organize their Websites, show evidence of technology activities in the classroom, store training handouts to share with other teachers.
- Identify ways to put spelling/Language words into computer to study.

www.kidspell.com/index.php

This website will use your own spelling list, reinforcing what is being taught.

www.spellingcity.com/games/alphabetize.html

This site provides students with the opportunity to arrange spelling and vocabulary words in alphabetical order in an interactive format.

List of other websites:

<http://www.showme.com> (The Show-Me app)

www.vocabulary.com

www.ABCmouse.com

<http://windows.microsoft.com/en-us/windows7/use-math-input-panel>

<http://www.science4us.com>

5. Expected Outcome: The teachers will be knowledgeable on how to e-mail other staff members and parents, maintain their web page for students/parents to look up homework and see test grades, and collaborate with teachers and parents on useful websites.

6. Resources: Teachers, Principal, technology assistant, laptops, renaissance program and websites

7. Timeline: August 1, 2016 – ongoing

8. Evidence of Completion:

- Higher rate of success on the use of technology
- Increase on test scores by tracking students' progress
- Accountability of teachers by Principal looking at webpage

Domain 2: Element 2 – Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of Content

Element 5 – Planning and preparing for the uses of available technologies such as Interactive whiteboards, response systems, and computers

Domain 4: Element 1 – Promoting Positive Interactions with Colleagues

Professional Development
Monday, August 1, 2016

- I. Marzano's Observation Plan (1/2 Day- Evening) - Principal
2. Objective: The teachers will analyze and discuss Marzano's Teacher Model with complete understanding to enhance student learning.
3. Goal: By the teachers understanding the Model, the student will score Advanced on the OCCT.
4. Activities/Actions: Discuss and look over Domains and Elements of Model. Observing how they relate to greater student learning. Look over Design Question 2: Helping Students Interact with New Knowledge
5. Expected Outcome: Teachers will become well versed and use these in their lesson plans so students will be successful. Because of administration reviews and observations emphasis is placed on areas that will encourage and promote student success.
6. Resources: Marzano's Model, Principal, Teachers, Lesson Plans
7. Timeline: August 1, 2016 – ongoing
8. Evidence of Completion:
 - Higher rate of success on Classwork and Assessments
 - Increase on test scores to Advanced
 - Principal's Walk-throughs and Evaluations will show Innovating on the scale

Domain 3: Reflecting on Teaching and Supporting

Element 24: Identifying Areas of Pedagogical Strength and Weakness

Element 25: Evaluating the Effectiveness of Specific Pedagogical Strategies
and Behaviors

Professional Development
Tuesday, August 2, 2016

- I. Wen-gage – Lesson Plans and Gradebook – Principal – Mrs. Moffatt (Teacher)
2. Objective: The teacher will post lesson plans, grades and absents everyday so students will be successful and parents will be involved in their child's learning.
3. Goal: Promote a greater parental involvement through teachers posting their plans and absents.
4. Activities/Actions: Discuss and look on computer to enter lessons plans and grades.
 - How
 - When
 - Where
 - What
 - How Much Information
5. Expected Outcome: Teachers will be able to use Wen-gage with ease and enjoy. Involving the parents (community) will promote a standard of living and emphasis on quality education.
6. Resources: Principal, Teachers, Wen-gage, Promethean Board, computers and Marzano's Model
7. Timeline: August 2, 2016 – Ongoing
8. Evidence of Completion:
 - Principal can evaluate lesson for content and standards
 - Teachers' Accountability
 - Student remote access
 - Parent 24/7 remote access
 - Higher quality of education due to parent involvement

Domain 2: Planning and Preparing

Element 18: Attention to Established Standards or Procedures

Domain 4:

Element 29: Promoting Positive Interactions with Participants, Parents, and the Community

Professional Development
Wednesday, August 4, 2016
Presented by EDIT (Educational Development Instructional Team)
<http://editok.net>
9210 S. Western Ave, Suite A1
Oklahoma City, OK 73139
(405) 691-3348

Mission Statement

To improve student achievement by providing sustained, high quality professional development in the Effective Schools process for educators and stakeholders.

EDIT provides professional development training for teachers, administrators, parents and local school board members. All training is grounded in the Effective Schools research.

EDIT Team

Martha Michael, President
Danny Swopes, Vice President

EDIT Consultants

Ann Bullard
Kim Caldwell
Steve Daniel
Debby Ihrig
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Piper Riddle
Loretta Schmidt
Pat Simons
Anita Vermillion

EDIT Project Managers

Vicky Sevy
Robbyn Mize

THEIR SCHEDULE IS ATTACHED

Professional Development
Thursday, August 4, 2016

1. Teachers' Meeting – Handbook, Schedules, Select an Attendance Monitoring Team (AMT) and New Standards for Reading and Math
2. Objective: The teachers will evaluate the handbook, schedules, Attendance Plan and discuss the new standards with complete understanding.
3. Goal: The teachers will better understand the handbook, schedules, and standards to help students increase scores to Advanced. Students should do better if they fully understand what is required of them.
4. Activities/Actions: Teachers will have the opportunity to look through handbook to view and discuss so all have same interpretation. We will view schedule for class location and lunch periods. The teachers will be able to download standards.
5. Expected Outcome: All teachers will be fully informed to help students and parents.
6. Resources: Handbook, class schedules, new Reading and Math standards, Principal
7. Timeline: Thursday, August 4, 2016 – Ongoing
8. Evidences of Completion:
 - A schedule conducive for learning
 - A handbook that students will understand so there are no detractors
 - Knowledge of standards to help students achieve Advance on OCCT

Domain 1: Element 4 - Establishing and Maintaining Classroom Rules and Procedures

Domain 1: Element 6 - What will I do to help students effectively interact with new knowledge

Domain 1: Element 8 – Previewing New Content

10:00 – 12:00 – Handbook, Schedule, New Standards for Reading and Math

12:00 – 12:30 – Lunch

12:30 – 4:00 – Teachers work in their rooms

6:00 p.m. – 7:30 p.m. – Mandatory Parent Meeting for parent involvement:

- Binders for a system of reviewing students' achievement (Take home every night)
 1. Pencil pouch
 2. Paper(wide-ruled)
 3. Two pocket dividers
- Promotion of success and excellence
- Recruitment of positive role models
- Review expectations for parents and students Handout

Domain 1: Element 12- Acknowledging Adherence to Rules and Procedures

Domain 4: Element 29 – Promoting Positive Interactions with Participants, Parents, and the Community

Domain 4: Element 32 – Adhering to School and District Rules and Procedures

**Professional Development
May 18, 2016**

Teachers will evaluate whether our Professional Development activities meshed with the work of teaching. The points that the teachers will discuss on the Plan will be:

- Did it align with school goals, state and district standards and assessments?
- Did it focus on core content and modeling of teaching strategies for the content?
- Did it include opportunities for active learning of new teaching strategies?
- Did it provide the chance for teachers to collaborate?
- Did it include follow-up and continuous feedback?

Domain 2: Element 18-Attention to Established Standards or Procedures

Domain 3: Element 24-Identifying Areas of Pedagogical Strength and Weakness

Domain 4: Element 30-Seeking Mentorship for Areas of Need or Interest

Domain 4: Element 31-Mentoring Other Colleagues and Sharing Ideas and Strategies

Domain 4: Element 32-Adhering to School and District Rules and Procedures

Action Plan for Reading

Annual, Measurable Objective(s):

Students will raise achievement in Reading in grades 3rd through 8th to Advance at the end of 2017 with a minimum of 95% participation for all subgroups.

We will continue to address our weakness based on analysis of AYP Report and School Student Performance Data over the last three years. We will continue our study of academic vocabulary, K-8 study of the Standards, pull out small group for Failure-Free Reading and continue to use Voyager.

Instructional Strategies: Student Self-Assessment of Learning Goals (Item #40) Student Training and Awareness of Motivation (Item #29)

Teachers will use the Elements of the Marzano Model Domain 1 - Element 1, 2, 3 to establish and communicate learning goals, track student progress, and celebrate success.

Element 10: Helping students process new information

Element 15: Organizing students to practice and deepen knowledge

Element 32: Presenting unusual or intriguing information

On-going Actions/ Strategies/ Interventions	Timeline	Professional Development Resources	Person Responsible	Means of Evaluation
Continue to incorporate best practices, standards in curriculum areas of Reading with full day planning for teachers, benchmark reading performance assessments to increase student self-assessment, motivation and differentiated instruction	August 2016 – On-going	Use fund from the 515 Funds 641	Principal and Teachers EDIT	STAR(a test that will be given during each class computer time, every nine weeks, lesson plans (Principal will be able to see on Wengage, observations(By the Principal classroom walk-throughs, DIBELS(these test are administered

Continue implementation of Literacy	Sept. 2016 – On-going	Reading Programs 3-8	Teachers Team, Admin. Teams EDIT	three times a year), Reading Theory, full-day Team planning
Provide supplemental instruction through various Means: SRA Corrective Reading, before school with computer-assisted programs and technology (i.e. projectors, smart boards, and promethean boards) offer small group instruction in areas of need with target groups using acceleration and review techniques; after-school, before school in areas of need with targeted subgroups and students needing additional assistance.	Sept. 2016 – On-going		Principal, Teachers	Observations, DIBELS
		Teachers' Corrective Reading, Thinking maps		Benchmark assessment, STAR Reading Theory, Ticket-to-Read Voyager
SRA Corrective Reading with target groups to raise expectation of all students with planned teacher collaboration encouraging best practices, techniques and strategies of all staff. Utilize mentoring and assisting teachers to further strategy Reading reading (fluency) listening	August 2016 – On-going		Principal, regular teachers, Sp Ed Team	

<p>instruction. student motivation Domain 1-Element 3 Celebrating success for Students Domain 1- Element 23 Providing resources and guidance Provide small group instruction through reduced class model and flexible grouping, Spec. Ed collaboration and co-teaching in Reading</p> <p>Provide communication through phone, website, open house meetings, conferences, home visits to parents with information on grouping strategies, differentiated instruction, and collaboration</p> <p>After meeting with Parents, they are able To use wen-gage to stay informed.</p>	<p>August 2016 – On-going</p> <p>August 2016 –On-going</p>	Staff/Prof Dev	<p>Classroom teachers, Principal, Sp Ed staff</p> <p>Teachers & Staff Principal, Media Spec</p>	<p>Observations lesson plans, student work, Domain 1 Element 2 Tracking student progress</p> <p>“assisting and mentoring” Domain 4: Element 3: Seeking mentor- ship for areas of need or interest</p> <p>Element 4: Mentoring other Teachers and sharing ideas and strategies</p> <p>Observations, Collaboration, STAR, OCCT, Lesson Plans</p> <p>Parent survey, parent sign-in</p>
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				documentation, parent conference sheets
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Special areas to address within Reading per our 2015 OCCT:

- Inferences and Interpretation
- Word Origins
- Summary and Generalizations
- Literary Elements
- Literal Understanding
- Affixes, Roots, Stems

We will be working with the State (new standards in Reading and Math) and EDIT for some of our Professional Development. (Title IIA)

2016 – 2017

Action Plan for Math

Annual, Measurable Objective (On-going):

Students will raise achievement in Math in grades K-8 by the end of 2017 to Advance on OCCT with a minimum of 95% participation rate for all subgroups.

Special areas to address within Math per our 2015 OCCT test:

- Inequalities
- Data Analysis
- Probability
- Ratio and Proportions
- Solving Equations
- Coordinate Geometry

Instructional Strategies (Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.

Domain 1 – Element 18: Helping students examine errors in reasoning

Element 13: Helping students reflect on their learning

Element 16: Using homework

Actions/ Strategies/ Interventions	Timeline	Professional Development Resources/Est. Cost	Person Responsible	Means of Evaluation
Implement Learning Focused Schools' components/strategies: <ul style="list-style-type: none">• Integrate with the "Six Elements of an Effective Math Lesson."• Monitor use of Prioritized Sequenced OCCT math Objectives and	August 2016 - On-going	For all certified staff on the required components and strategies No PD funds but use Title IIA funds Thinking Maps	Instructional Coach, Principal Teachers EDIT	Prof evaluation Observations Principal walk-through, lesson plans(Wengage and units, math assessments, grade level prioritized curriculum document, pre-and post- test, benchmark test, team

<p>Skills by grading Period</p> <ul style="list-style-type: none"> • Provide common planning time for teachers to prioritize objectives, review content standards, and develop lesson plans, utilizing effective instructional strategies. • Increase and enhance use of graphic organizers through Thinking Maps which will include manipulatives at all grade levels to support and enhance instruction. <p>Interpret/Analyze standardized and classroom assessments to plan for math instruction and target specific students.</p> <ul style="list-style-type: none"> • Incorporate strategies for Differentiated Instruction for all students. Use collaborative model when 	<p>Fall 2016 – On-Going</p>	<p>Data Analysis, Domain 1: Element 2; Tracking student progress</p> <p>Differentiated Instruction strategies, Domain 1: Element 19:</p>	<p>Principal, Instruction coach, teachers, technology instructor, media specialist, tutors, counselor EDIT</p>	<p>planning agendas and minutes, examination of student work, action plans and logs</p> <p>Team data analysis, evaluations, observations, lesson plans, math assessments, pre/post -test, benchmark test, Star Math, IXL, TTM, OCCT</p>
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<p>possible.</p> <ul style="list-style-type: none"> • Provide small group instruction for targeted students. • Use pre-and post-test results for prescriptive teaching. • Provide supplemental instruction through before/after school tutoring. • Use various computer programs and equipment in the computer lab and classrooms that reinforce math skills and strategies (IXL, TTM) <p>Involve students in self-assessment practices (chapter test, homework, classwork, quizzes, and progress reports/report cards for purpose of examining performance on learning goals.</p> <p>Provide opportunities for parents/community involvement in Math(mentors, volunteer tutors,</p>	<p>Oct. – 2016 – Ongoing</p> <p>August 2016 – On-going</p>	<p>Helping students practice skills, strategies, and processes</p> <p>math software, LCD projectors, promethean-boards, smart-boards</p> <p>Domain 2: Element 5: Planning and Preparing for the use of Technologies</p> <p>District</p>	<p>Classroom Teachers Students</p> <p>Principal Teachers Counselors</p>	<p>Student folders With grades that show improvement over time</p> <p>Mentor, Volunteer sign-in sheets, observations, Parent</p>
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<p>meetings, parent conferences, homework agendas, website info , parent education, Home & School Connection publication</p> <p>Domain 4: Element 2: Promoting positive interactions about students and parents</p> <p>Assign mentors to new teachers, teachers new to school, teachers new to a grade level or subject area, and to at-risk teachers</p>	<p>August 2016 – On-going</p>	<p>Prof Dev</p> <p>Mentors, Website</p> <p>Domain 4: Promoting Exchange of Ideas and Strategies</p> <p>Element 3: Seeking Mentorship for Areas of need or interest</p> <p>Refresher session for staff</p>	<p>Principal</p>	<p>Conference documentation</p> <p>Teacher evaluations, teachers' professional growth plans/student achievement plans</p>
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2016 - 2017

School Attendance Plan

This on-going Plan has been developed to address (1) students who are routinely late for class and (2) prevalence of chronic illness among students. The Plan provides an example of targeted interventions that research suggests effectively improve student attendance. More importantly, the Plan demonstrates how a school can move from existing data about student attendance to a clear, concise plan that not only improve student attendance but provide documentation that can be used to refine these efforts from one year to the next.

School-wide Attendance Goals

Grant-Goodland Public School will improve student attendance by:

- Reducing the number of students arriving late for class by 20%
- Decreasing the number of students who miss five or more days of schools during Fall semester by 50%.
- Decreasing the number of students who miss 10 or more days during the school year by 50%.
- Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.
- Rewarding students who achieve perfect (no absences) or near perfect (less than two (2) absences) attendance each semester.

Attendance Monitoring Team

The Principal, secretary, and three teachers will form the school's Attendance Monitoring Team (AMT). The team will meet monthly to review student attendance and serves as the primary point of contact for students who miss school. The team contacts parents when their students begin missing school meet with parents to discuss student attendance, and conduct interviews to identify barriers to regular school attendance, and serve as a resource for other teachers and staff who are dealing with students who fail to attend class regularly.

Analysis

The Attendance Monitoring Team will download attendance data from the school's student information system on a monthly basis. The will download student's name, number of days they have been absent or late to class, and the reason.

Notification

Grant-Goodland Public School will adopt a tiered series of notifications for students who are missing an increasing number of school days. We will use a variety of communication measures (e.g., meetings between the principal and student; phone calls, letters; etc.) to connect with parents. The communications will occur as students miss two, five, seven, or ten days of school.

of Days Absent

Notification

2	Phone Call – Parent will receive a phone call from the school indicating that the student has missed two days of school. The student will be required to meet with the Principal to discuss his or her attendance.
5	Phone Call and Letter – Parent will receive a phone call and letter from the school explaining that the student has missed five days of school and reminding the parent of the importance of regular school attendance. The parent will be encouraged to meet with the Attendance Secretary.
7	Phone call, Certified Letter, and Meeting – Parent will receive a phone call from the school informing them that their son or daughter has missed seven days of school. A certified letter will be sent home from the school requiring that the parent meet with the school's Principal to discuss supports that can be provided to facilitate improved attendance as part of an "attendance contract."
10	Second School Visit – The school Principal will have another meeting with the student's parents, assess barriers to school attendance, and develop a plan to improve the student's attendance.

Prevention Activities

The Grant-Goodland Public School will provide parents and families with information about the importance of attendance as one of the primary prevention strategies. Moreover, the school will also introduce school-wide incentives to encourage students to strive for good or perfect attendance.

- **Mandatory Parent Meeting - presentation to parents and families**

The Principal will provide a presentation to parents attending the Mandatory Parent Meeting. The presentation will summarize the risk factors associated with chronic absenteeism, note the resources available at the school to improve student attendance, and describe the risks associated with attendance.

- **School-wide incentive program**

Students who have perfect attendance at the end of each semester will receive a gift. The Principal will present the gift in-person in each classroom.

- **Rise and Shine!**

To increase the number of students who arrive late to class, the school will develop a program called “Rise and Shine” that will encourage students to be in-class on-time. Students arriving on-time each day will be entered in a drawing for one of two iPods. The drawing will take place at the end of the fall and spring semester.

Community and Legal Intervention

Grant-Goodland Public School will partner with the Community Resource Office for the Hugo Police Department. Students who miss 11 or more days of school will be referred to the Community Resource Office. The Community Resource Office will work with the student and their family to identify potential barriers to school attendance and connect them with social services and/or other support services to enable regular school attendance.

Evaluation and Assessment

To evaluate the absenteeism and truancy reduction efforts at Grant-Goodland Public School, the Principal and the secretary will gather the following information.

- Total number of days absent for each student enrolled through the school year
- Number of parental notifications sent
- Number of parental meetings held to discuss student attendance
- Number of phone calls made to inform parents about their son or daughter’s attendance

All Students in General Education and the Alternative Education are entered as absent if they are not present in class. Our Alternative Education program has passed accreditation. The teachers are now entering their own attendance into Wen-gage on a daily bases.

Highly Qualified Staff

All teachers at Grant-Goodland Public School meet the definition of highly qualified. It is our District’s policy to staff our school only with teachers and para-educators that meet that definition. In our PK 3-4 program, we now have a highly qualified teacher. We moved our Kindergarten teacher and class to PK Building. We had to think outside-the-box and the teacher has a rotating instruction schedule for PK 3-4 and Kindergarten. She has also set up skills, lesson plans and procedures for both PK 3-4 and Kindergarten in a binder. She has two-teacher assistants to assist after instruction and practice. Next year if funds permit, we may be able to hire a PK-4 teacher.

Special Education

We have addressed the issue of Special Education files left on desk and on floor. We have cleaned office and put files in a locking file cabinet. There are unannounced visit to see that this is being done. For the 2016-2017 school year, the District will require and provide opportunity for the Special Education staff to attend training on OKEdPlan.

The Special Education teacher is no longer required to sign the IEP (PK) as General Education Teacher and Special Education. The Superintendent is now attending the meetings to sign as the Administrator. Until the file is complete (signatures, age appropriate, proper testing, correct forms, etc.,) the Special Teacher has been instructed not to count the 3 years old on child count. We have removed from Student Information the three years old that we couldn't count.

The Superintendent has asked our contracted Speech Pathologist to give a detailed invoice of students seen, time/date, and area worked on. The teacher is also required to sign when she takes the students from the classroom. Our plan next year is to employ our Speech Pathologist as an employee of the District with a contract approved by Mrs. Thomas and the Board.

Credit Cards

The District has collected our credit cards for Walmart and Home Depot and put in a locked file cabinet in the Administration Office with a sign-out and sign-in sheet. The Superintendent has the key to the cabinet.

Parent Involvement in Education

The administration and staff communicate with parents through the district website, open houses, and parent/teacher conferences. Conferences are held two times a year to provide parents/guardians with information regarding academic skill development. Midterm reports cards are distributed four times a year and provide an overall view of student achievement. This year we are using Wen-gage and they will be able to review online grades, attendance, and discipline referrals from home.

Domain 4: Element 32—Adhering to School and District Rules and Procedures