

# 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.

<b>Required Component/Documentation</b>	<b>Number of Pages</b>
<b>LEA Section</b>	
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
<b>School Section (to be completed for each school served)</b>	
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
<b>Budget</b>	
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](mailto: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](mailto:richard.caram@sde.ok.gov)  
405-522-0855

Iva Owens, State Director, C<sup>3</sup> Partnership Schools/School Turnaround  
[iva.owens@sde.ok.gov](mailto: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
<b>LEA Section</b>	
<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.

<b>Indicators</b>	<b>Model(s) of Intervention</b>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• 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 <a href="http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf">http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf</a>.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• The ability of the LEA to serve the identified Priority Schools has been addressed.</li> </ul>	All Models



<ul style="list-style-type: none"> <li>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 <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf</a>.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>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.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>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.</li> </ul>	School Closure
<ul style="list-style-type: none"> <li>The LEA completes the grant application within the timelines set forth in the application.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>Assurances are signed and submitted with the application.</li> </ul>	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:

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

## **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.

<b>School Section (to be completed for each school served)</b>	
<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:

<b>Resource</b>	<b>Model(s)</b>	<b>Examples of Alignment with 1003(g)</b>
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Stipends for teachers attending professional development</li> <li>• Supplemental instructional materials for extended school hours</li> </ul>
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> </ul>

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

**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.

<b>Budget</b>	
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: Maud Public Schools	Applicant's Mailing Address: PO Box 130 306 W Main St Maud, OK 74854
Local Educational Agency Contact for the School Improvement Grant  Name: Jerry McCormick  Position and Office: Superintendent  Contact's Mailing Address: PO Box 130, Maud, OK 74854  Telephone: 405-374-2416  Fax: 405-374-2628  Email address: jlmccormick@maud.k12.ok.us	
Superintendent (Printed Name):  Jerry McCormick	Telephone:  405-374-2416
Signature of the Superintendent  X _____	Date:
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
Not applicable					

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Not applicable					

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

School Name	NCES ID #	INTERVENTION MODEL				
		Turnaround	Restart	School Closure	Transformation	Will Not be Served
Maud Elementary School	852574019290911				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
Not applicable		



**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.

<b>Indicators</b>	<b>LEA Narrative</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Maud Elementary will be implementing the Transformation Model with detailed activities and personnel movement where necessary. We will design a timeline for success. We have determined the people we need to provide leadership for all elements and interventions. Our needs not only revolve around personnel but we are also in need of materials, updated technology and professional development. We will need to purchase the materials and technology immediately this summer in order to train teachers and be ready for the year to begin. We will also need teacher stipend money so teachers can have their summer academy of training.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Our district included stakeholders from the following: teachers, parents, administrators, students, school support team leaders, support staff, church affiliations and tribal affiliations.. Meetings were held to develop a plan of action understanding the level of commitment that is needed from all stakeholders not only to implement the transformation but to sustain the anticipated success.</p>
<ul style="list-style-type: none"> <li>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 <a href="http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competerencies.pdf">http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competerencies.pdf</a>.</li> </ul>	<p>Maud Elementary has 100% compliance in the area of Highly Qualified Teachers. 2 of our teachers are currently seeking their Master’s Degrees and 1 that is</p>

	<p>Master's Level Degreed along with our administration. Our teachers are experienced with years ranging from three to over thirty. The person selected as our turnaround officer has the capacity and credentials for fidelity of implementation and insurance of sustainability of programs put into place. She is a problem solver deluxe who is not afraid of change. She seeks out opportunities to be an advocate for students and training opportunities to engage with other successful leaders in our area. She is knowledgeable of how to monitor and has the confidence to take the lead and have difficult conversations as needed. She has had success at each of her previous positions.</p>
<ul style="list-style-type: none"> <li>• The ability of the LEA to serve the identified Priority Schools has been addressed.</li> </ul>	<p>Maud Public Schools is in a rural setting with two main sites. Previous resource materials were used along with out of date textbooks to instruct the students. At the 6-8 grade levels the 3 year trend data shows a decline in test scores along with truancy issues. With the newly hired elementary principal, Paula Horn, and superintendent, Jerry McCormick, this year we are experiencing new breath here at Maud Public Schools. Superintendent's resume is included.</p>
<ul style="list-style-type: none"> <li>• 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 <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf</a>.</li> </ul>	<p>A new elementary principal, Paula Horn, was put into place this school year. Paula has the experience and the intellect to get things moving in the right direction. She has been instrumental in the training that has already begun this year. She is not afraid of hard work and</p>

	<p>strives to be “the best of the best”. She embraces all new knowledge and imparts it to the teachers in an understandable manner. She clearly understands how to interpret data and how to use it for change. She has been and will be an asset to Maud Elementary. Paula’s resume is included.</p>
<ul style="list-style-type: none"> <li>The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	<p>Teachers, support staff and parents have had input and we have researched programs that will benefit grades pk-8 in the areas of literacy and math. We are looking forward to working with the WISE tool and attending professional development offered by the State Department of Education. We are also excited about attending Vision 20/20. We feel at this time, after analyzing data resources and personnel to identify our needs, that the Transformation Model is the most appropriate model for Maud Elementary School based on our recent changes and limited options.</p>
<ul style="list-style-type: none"> <li>The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.</li> </ul>	<p>Budgets have been developed using proposals and bids from outside vendors to support each element of the three year plan with the exception of salaries. You will see the budget provides funding for the turnaround officer, a math specialist, a reading specialist, professional development stipends, professional development/training fees, 5 day teacher academy, 5 day new teacher training, technical assistance, coaching/modeling of scientifically research based intervention, literacy focused professional</p>

	<p>development, literacy first materials, costs for extended day and year, merit pay, technology hardware and support. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs. Budget pages are at the end of this application.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The Turnaround Officer will be located on site so that monitoring can occur daily. In addition, the Oklahoma State Department of Education WISE and Reach3 coaches will continue to conduct visits and offer feedback and training as needed based upon the visits. The achievement data will be regularly monitored in order to provide additional support for teachers as needed and to identify teachers who may need to be placed on a plan for improvement and/or dismissed. Our TLE system will also assist with this. We are currently working on establishing a confidential data room to be used for these purposes.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The LEA will, with these grant funds, be able to provide a more intensive after school program for our students as well as a summer school program. We will be able to offer snacks for both programs.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Ms. Shannon Sherrin has been identified as the LEA Turnaround Officer. She has exceptional organizational and management skills. She is an wonderful educator and serves as a leader for our district. Ms. Sherrin has participated in many areas of professional development. She has shown that she has</p>

	<p>the capability for change and is knowledgeable about school improvement. She strives to stay up on new trends and information. She has a Master’s Degree plus additional hours. Her certification includes: elementary education, early childhood education, math 6-8, social studies 6-8, school counselor, school psychologist and elementary principal. Shannon’s resume is included.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The LEA will provide a minimum of 90 minutes weekly for student focused teacher collaboration. We are currently planning to implement a “Late Start Monday” that will provide teachers the time to collaborate exclusively every Monday morning. The LEA will provide additional training to facilitate the collaboration process for maximum effectiveness through leadership training, test data, technology training and the use of the WISE tool.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The Turnaround Officer, Ms. Shannon Sherrin, will communicate regularly with the Turnaround Team. She is very knowledgeable in school improvement and relates well to all stakeholders. She has a firm understanding of the culture here at Maud Elementary and has been instrumental in the progress we have made to date. Ms. Shannon Sherrin will meet weekly with the elementary principal, Mrs. Paula Horn to review data and strategy. She will also meet regularly with Mr. Jerry McCormick, the superintendent. The Turnaround Team for Maud</p>

	Elementary will include the Turnaround Officer, the new Elementary Principal, the LEA Superintendent, School Support Team Leader, Math Specialist and Reading Specialist.
<ul style="list-style-type: none"> <li>The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.</li> </ul>	The LEA has participated in numerous federal and state grants with no audit finding surrounding those grants. We currently have Title I, Title II, Title VI, Title VII and upcoming Priority Funds 515.
<ul style="list-style-type: none"> <li>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.</li> </ul>	Maud Elementary School conducted a needs assessment using the WISE Planning tool, a parent survey, a teacher survey and Marzano’s What Works in Schools survey. Teacher, student and parent results were used in order to design, support, progress monitor and implement the strategies and models needed along with what materials and technology will be needed. This past year has prepared us to implement the Transformation Model and interventions that go along with that.
<ul style="list-style-type: none"> <li>The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</li> </ul>	The Transformation Model will be sustained with our Title funds, E-Rate funds and funds/materials from Citizen’s Potawatomie Tribe, Shawnee Tribe and Choctaw Tribe. We will also continue to look for new funding sources. We will ensure our newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement by using a “train-the-trainers” model during the funding years..
<ul style="list-style-type: none"> <li>The LEA completed the grant application within the timelines set forth in the application.</li> </ul>	The grant application will be submitted on or before April 11, 2014.

<b><i>Only For LEAs implementing School Closure</i></b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Not applicable to this site.

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

1. Notify the LEA of the SEA’s decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority 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, and support with teacher and administration effectiveness at Maud Elementary School (PK-8). Kim Collier has many years of success in assisting similar districts/schools in transformation and developing systemic change to improve and sustain student achievement. She has been an external provider for hundreds of schools in the state of Oklahoma, as well as schools in Chicago, Texas, New Mexico, Arizona, and Arkansas. She has also served as the external provider for 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. Her services will include training, classroom modeling, classroom observation and coaching, professional resource development, and implementation assessment of effective practices.*

*She 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 at multiple points during the three years to drive decisions needed toward improvement of coaching, leadership, professional development, and continued data-driven decision making each year.*

*The success, expertise, and experience of this provider is well documented. All of the schools Kim has worked with have had gains (see attachment). Furthermore, she resides in this area of the state and can provide timely service. ECS, Kim Collier, has provided technical assistance and training for districts/schools in Oklahoma from 2000-2014.*

*Executive Director of ECS, Kim Collier, M.Ed, holds a Masters Degree in Education with emphasis on Reading Education from the University of Central Oklahoma and a Bachelor of Science degree in Social Work from Oklahoma Christian University. Kim has been in education for over twenty-four years and is the Founder and Executive Director for Educational Consulting Services. She leads a comprehensive Pre-K-12 organization dedicated to school improvement and believes that effective teachers are critical to children's success in school and schools that provide good teaching are led by effective principals. Prior to that Kim worked at the University of Oklahoma College of Continuing Education Center for Effective Schools as a Senior Program Development Specialist. Her primary responsibilities included providing technical assistance and training for schools in need of improvement, conducting training seminars and workshops, as well as National Institutes, on the Effective Schools Process, Comprehensive Reading and Math Instruction, Learning Styles, Curriculum Alignment and Mapping, Data Collection Systems, Analysis and Assessment, Coordinating National, State, and District Standards, Test Preparation, Parental Outreach and Involvement, Building Professional Learning Communities, Grant Writing and developing training materials for superintendents, administrators, teachers, paraprofessionals, and parents. During this time Kim worked with Dr. Larry Lezzotte, Dr. Tim Rasinsky, Dr. Harry Wong, and Dr. Gerald Anderson to incorporate the Effective Schools process. Before joining the University of Oklahoma, Kim worked for the Oklahoma State Department of Education as Title I Director of School Support. She was responsible for identifying and providing support for high-poverty Title I schools working toward comprehensive school reform, establishing programs for at-risk students, and coordinating training for school support teams for schools in need of improvement. Collier has also worked in the private sector as an educational and technology consultant with Scott Foresman Publishers. Some of her responsibilities included educational presentations at national and state conventions and working with curriculum supervisors to coordinate district and national standards.*

*Kim has taught second and fourth grade and Kindergarten through twelfth grade reading students. During that time she has presented at the International Reading Association conference, Oklahoma Reading Association, Tulsa Reading Council, National Council for Teachers of Mathematics, National Science Teachers Association, National Title I conference*



*and the U.S. Department of Education Improving America's Schools Regional conference. She received the Distinguished Service Award, Teacher Excellence Award, and was nominated for the Presidential Awards for Excellence in Mathematics and Science Teaching. Currently, Kim conducts numerous seminars and training workshops on Comprehensive Reading and Math Instruction and Interventions, Transforming Schools, Behavior Management, Effective Professional Development, Team Building, Developing Strong Instructional Leaders, Developing Professional and utilizing Professional Learning Communities, Creating Effective Teachers in Every Classroom, Teaching Students Through Individualized Learning Styles, Multiple Intelligences, Brain Compatible Instruction, Differentiated Instruction and Project-Based Learning, Building Academic Vocabulary, Curriculum Alignment and Mapping, Creating Data Systems, Analysis and Assessments (Formative and Summative), Response to Intervention (RTI) for reading and math, Essentials of Rigor in the Classroom, Grant Writing and Parental Involvement. She is a member of the International Reading Association Legislative Action Team, Literacy in Technology, Oklahoma Reading Association, National Council for Teachers of Mathematics, and The Mathematical Association of America. She has also served as a United States Delegate with the Ambassador's Program working with South Africa and the National Department of Education, READ Educational Trust, Universities of South Africa and educational leaders toward literacy reform. Ms. Kim Collier's resume, and other documentation, reviewing her success, expertise and experience are attached to this grant application.*

*Literacy First will also be used for professional development to impact student reading achievement. Literacy First has been proven successful to improve student comprehension and overall student achievement as evidenced by the data attached to this grant.*

**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.

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	<ul style="list-style-type: none"> <li>• Salary for full day Pre-K teacher</li> <li>• Salary for full time Reading Specialist</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Title III, Part A	<ul style="list-style-type: none"> <li>• Not applicable to this district</li> </ul>
Other Federal Resources <ul style="list-style-type: none"> <li>• Title VI (REAP)</li> <li>• School Improvement 515</li> <li>• Title VII Indian Education</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries for math tutoring, software to support reading and math, benchmark materials for reading and math.</li> <li>• Tutoring for reading and math</li> <li>• Materials for reading and math</li> <li>• Staff development</li> <li>• Salary for art teacher</li> </ul>
State Resources	<ul style="list-style-type: none"> <li>• Remediation</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Reading Sufficiency Funds</i></li> <li>• <i>Alternative Education</i></li> </ul>	<ul style="list-style-type: none"> <li>• Salary of alternative education teacher</li> <li>• Summer reading academy</li> <li>• Tutoring</li> </ul>
Local Resources <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Full Day Kindergarten</li> <li>• Balance of expenditures for alternative education.</li> </ul>

**LEA MODIFICATION OF POLICIES AND PROCEDURES**

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

*The district has established a Superintendent’s Advisory Council. It consists of:*

- *Superintendent – Jerry McCormick*
- *Principal – Paula Horn*
- *Turnaround Officer – Shannon Sherrin*
- *City Council Member – Randy Horn*
- *Parent – Shelly McClanahan*
- *Teacher – Richard Carcuffe*
- *Support Staff Member – Angela Jasna*

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

*Maud Elementary is separated into two buildings one for PK-5 and one for 6-8. The Principal is located in the PK-5 building and the Turnaround Officer will be housed in the 6-8 building. The team who reviews all prospective applicants for our school consists of the principal, superintendent, a team of educators and the turnaround officer. This team works together to identify teachers with the potential for success in a small rural school district. We all share the same goal of hiring highly qualified, positive, energetic educators who care about children.*

*The district will:*

- *Implement scheduling changes and flexibility to enhance and extend the school day*
- *Provide teachers extra time to monitor individual student progress, to perform data analysis, and to participate in collaboration.*
- *Provide current staff development and training for each teacher.*
- *Ensure that all budgets will be aligned with school improvement efforts. This district has contracted with OSSBA and Barlow & Associates to ensure that our policies are current and that we have an ongoing policy review system in place. We are also a member of OROS, who also works with rural districts on maintaining current policies.*

*The district has recently adopted policy for a new evaluation instrument for both teachers and administrators which should help support the school improvement interventions. We will be*

*working on policy for summer school and extended day. We will also have to adopt policy for performance based incentive bonuses as well as other policies required to implement this grant if we are successful. The school level activities will include work products, professional development, instructional team meetings, and signed agreements to indicate support for this transformation model. We do not have a union to consult, but we would consult with stakeholders on modifications needed to policies and procedures to insure the success of this grant in all areas. The process at our school will be for the superintendent to place a modification or new policy or procedure on the board agenda and the Maud Board of Education would then approve such based on the recommendation of the superintendent. We would address policy and/or procedures to recruit, screen, and select external providers, give more flexibility to our principal, extend our school day and any other area as it relates to this grant and the success of our students.*

### **LEA SUSTAINABILITY EFFORTS**

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

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

#### **Involving Stakeholders:**

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

### Transition Plans:

*Maud Public Schools will require all new teachers to participate in professional development on the following topics to sustain reforms:*

- *Data analysis / Data driven decision making*
- *Curriculum/ Year long timelines*
- *Differentiated Learning/RTI*
- *Understanding poverty and the culture of our community*
- *Maud Public Schools Policies*
- *Mentorship for all new teachers*

*The district will continue to work to expand our partnership with East Central University, Seminole State College, and Gordan Cooper Vo-Tech and partner with ECU to place student teachers in our school to learn implementation of best practices. We will continue our partnership with the Regional Food Bank and the First Baptist Church Shoe Program and the Citizen's Potawatomie Tribe, Shawnee Tribe, Choctaw Tribe which provides materials to enhance learning programs and facilities at our school. We will all continue to positively promote our school in the community through word of mouth, newspaper articles, and local news flyers to maximize the opportunities for our school and our students.*

### Strategic Planning Process:

*Maud Elementary will utilize the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for the school improvement efforts. The superintendent, principal, turnaround officer, and a teacher leader are being trained to use the WISE planning and coaching tool via webinars provided to us by the Oklahoma State Department of Education. Maud Public Schools will train all team leaders to use the WISE planning and coaching tool. Maud Elementary is also using Reach3 for on-site training and workshops to address strategic planning and implementation.*

### Formative and Summative Data Collection:

*Maud Public Schools has implemented the following procedures for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:*

- *Benchmark Assessment Tools*
- *TLE evaluations*
- *Requiring all classrooms to pre and post-test*
- *Review of summative data to identify achievement gaps, curriculum gaps, and to identify professional development needs.*

### Other Funding Sources:

*The district receives Title I, Title II, Title VI and Title VII funding. The district is partnered with the Choctaw Nation, Citizen's Potawatomie Tribe and the Shawnee Tribe that supplies materials to enhance our school. These federal funds, along with any funds received from the tribes, will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that positively impacts student achievement. The district is currently working to secure funding from other sources.*

### Title I Part A School wide/School Improvement Plan

*Maud 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 Model. The goals and action plans are congruent with the purpose and goals of the School Improvement Grant Transformation Plan which includes a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.*

**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.

<b>School Name:</b> <b>Maud Elementary School</b> <b>Address:</b> <b>PO Box 130</b> <b>Maud, OK 74854</b>	<b>SIG Site Contact</b> <b>Name &amp; Position:</b> <b>Jerry McCormick, Superintendent</b>  <b>Phone#: 405-374-2416</b> <b>Email Address:</b> <a href="mailto:jlmcormick@maud.k12.ok.us">jlmcormick@maud.k12.ok.us</a>
<b>Grade levels enrolled (SY13-14):</b> <b>PreK – 8</b>	<b>Number of Students Enrolled (SY13-14):</b> <b>223</b>
<b>Title I Status:</b> <input checked="" type="checkbox"/> <b>Schoolwide Program</b> <input type="checkbox"/> <b>Targeted Assistance Program</b> <input type="checkbox"/> <b>Title I Eligible School</b>	
<b>Intervention Model Selected:</b> <input type="checkbox"/> <b>Turnaround Model</b> <input type="checkbox"/> <b>Closure</b> <input type="checkbox"/> <b>Restart</b> <input checked="" type="checkbox"/> <b>Transformation</b>	
<b>Amount the LEA is requesting from FY2013 SIG 1003(g) funds School Improvement Funds for the next three years.</b>	
<b>Year 1: SY 2014-15</b>	
<b>Year 2: SY 2015-16</b>	
<b>Year 3: SY 2016-17</b>	
<b>Total Amount of Funding Requested for this School</b>	

**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.

*Data was gathered and studied by the School Support Team and the Board of Education 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, teacher and support team reports and surveys, indicated substantial improvement within this past year. Consultation with our School Support Team members support this finding. All stakeholder groups were consulted and the Transformational Model was agreed upon. Surveys, sign-in sheets, newsletters, flyers and board agendas are available to document the following activities:*

- *School Support team facilitated and analyzed student data*
- *Teachers were surveyed using Marzano survey*
- *Teachers discussed needs for professional development*
- *Parents were surveyed using Marzano survey*
- *Board Members were notified and advised of the Superintendent’s recommendation to participate in the School Improvement Grant and it’s process*
- *Meetings were held with School Support Team, Leadership Team, support staff, parents and community members*

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data	Professional Development	Attendance
Oklahoma School Report Card	Self-Assessment	Ethnicity Enrollment
9 Best Practices	Parent Surveys	Low Income
Benchmark Data	Safe and Healthy School Meetings	Special Education Profile
Student Assessment/Grades		Discipline
		Drop Out
		Truancy

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

Name	Title	Stakeholder Group
All faculty and staff at Maud Elementary School	Teachers, Admin, Staff	Maud Elementary
Stacy Ragan, Randy Kerr, Barry Fletcher, Eddie Riddle and Amy Bassett	Maud School Board Members	Maud Board of Education
Randy Horn	City Council Member	City Council

Bobby Shatto	Pastor	First Baptist Church
Angela Jasna	Parent	Parents
Paula Horn, Shannon Sherrin, Angela Jasna, Jerry McCormick	Support Team	School Support Team

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 School Support Team reviewed longitudinal data of the school’s past performances and operations in order to identify changes needed to improve performance. Specifically, the team reviewed indicators from the following areas: Leadership, Curriculum, Human Capital and Student Support Services.*

*The team facilitated self-assessments of the faculty, students and staff & student achievement data. The team also analyzed the data provided in the school support team observation reports. These reports were based on observations by a team of on-site observers and interviews of certified, support and administrative staff. Results of these observations document that improvement has occurred and this team was instrumental in helping us make the decision to select the Transformation Model.*

*The data was reviewed to determine the prevailing practices in order to allow the team to make recommendations for improvement. Student learning data, both summative and formative, was also reviewed. The district used the team members as consultants during this design phase and will continue to engage them during the implementation process.*

*Data Analysis Activities:*

- *School Support Team facilitated a needs assessment survey. The members of the team analyzed and summarized the results and shared those with the staff at the school.*
- *Members of the that team met with our teachers on several occasions.*
- *Teachers have been surveyed and professional development has been provided through the 2013-14 school year.*
- *Members of the Maud Board of Education have been notified and advised of the Superintendent’s recommendation to participate in the School Improvement Grant process. The recommendations of the School Support Team have been discussed with all board members. The plan to proceed with the Transformation Model was discussed at the regular meeting of the Maud Board of Education on March 10, 2014.*
- *Parents have been surveyed during this school year.*

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.

<b>Areas to be considered as part of the comprehensive needs assessment.</b>	<b>Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.</b>
<p><b>School Profile:</b> Includes student and staff data</p>	<p>We currently have 32% minority students with the majority being Native American. Our poverty rate is 85% and our student mobility rate is 25%. 2 of our certified staff have a Master’s Degree or above and 1 is working towards a Master’s Degree with an average of 10 years experience.</p>
<p><b>Curriculum:</b> Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum</p>	<p>We have set goals to reach at least a “C” level on the School Report Card. We are transitioning to the Common Core Standards. Benchmark data, assessments, grades and OCCT scores will be evaluated and monitored. We will have a data room in which to monitor progress.</p>
<p><b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to PASS, and use of assessment data</p>	<p>We will communicate high expectations for student performance; always letting our students know that they are capable of meeting objectives and they will not fail. We are establishing a data room and have regularly scheduled faculty meetings designed to disaggregate student performance to ensure early identification and support for our students. We are working to align classroom assessments of student performance with written curriculum aligned to state standards. We will review and adjust student groups as achievement levels change. We need more fiscal resources to maximize student learning. We will work with Kim Collier to learn how to disaggregate student data and understand what is needed.</p>
<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>The leadership team tries to model strategies and encourage visits to other classrooms and other schools for our faculty. However, we need more professional development in this area. We provide time at our staff meetings to report on results of research-based teaching techniques. We have developed partnerships with local tribes to incorporate diversity and cultural training for faculty and staff. We have reviewed our Special Education department and have found that we need additional</p>



	<p>professional development in accommodations and modifications within the regular classroom for these students. We need more resources in order to use technology to it's maximum potential.</p>
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>We, at Maud Elementary, are focused on a safe, positive and respectful environment. All teachers will hold high academic and behavioral expectations for all students. Teachers and staff are professional in their practice of equity and diversity. We have collaborations with the surrounding tribal affiliations and the Choctaws have recently started a Robotics program with our school.</p>
<p><b>Student, Family, and Community Support:</b> Includes communication methods, engagement efforts, and parents as partners</p>	<p>Maud Public Schools will provide ongoing support to parent involvement efforts and will engage them in collaborative meetings. Our community has recently passed a transportation bond and a building bond by 85%. The community is a strong supporter of the school.</p>
<p><b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process</p>	<p>We have recently begun collaborating with surrounding districts to consolidate resources and engage outside consultants to help align professional development goals and address professional development and teacher moral. We have surveyed our faculty and staff to get ideas for professional development and to individualize professional development goals. This area has been a weakness in the past and with the funding of this grant we will be able to maximize professional development.</p>
<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision</p>	<p>The leadership of Maud Public Schools has a vision that is definitely shared. We will refine our curriculum mapping process and develop pacing guides to ensure a viable and guaranteed curriculum for all students. We will continue to encourage and set up visits with staff to help enhance our data room utilization and our instructional delivery. We want to be the "best of the best" and we all are working hard to achieve that. Decisions about curriculum, policies and procedures are not completed unilaterally but with a team approach with everyone involved.</p>
<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming</p>	<p>We need to reallocate financial resources to hire professional development consultants to provide job embedded professional development, especially in the area of</p>

	differentiated instruction. We must also reallocate staffing and maximize teachers' strengths and student learning. We will allocate time for various subjects based on school and district goals and utilize alternative scheduling practices to ensure adequate time allocation for core subjects. The funding of this grant will help us to maximize professional development in all areas.
<p><b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	We will review and revise our school improvement plan after new test results are available and we will involve all staff members. We will use our summer professional development to maximize this time to align curriculum, benchmarks and techniques. We will set goals and continue to monitor goals to make sure we are meeting goals. We are setting up a collaboration time for teachers to help maximize the team belief and maximize efforts to help students succeed.

**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.

*Maud Public Schools has chosen the Transformation Model in consultation with our school support team, state department of education staff and our local board of education. Our team leader discussed the four available models with the faculty and staff during a meeting. This model was discussed at the regular meeting of the Maud Board of Education on March 10, 2014. The information that went into this selection is as follows:*

*A school improvement plan was designed and implemented in 2010-11 school year. In the spring of that year, students had made improvement in their OCCT scores. There was a turnover in administration with a different elementary principal and superintendent during the 2013-14 school year. The new administration began to work closely with the State Department of Education Support Team with the primary focus of improving reading and math scores.*

*We increased the amount of instruction time for reading and math and beginning 2014-15 school year will start meeting each Monday for 90 minutes of collaboration to maximize student achievement and will have on-site job-embedded professional development; provided by this grant. The success we have had this year with the new administration and the review of data has led the team and all stakeholders to determine that we have the capacity to get back on track and get this school on the road to success. The district will be intensifying the implementation of*

*research based strategies including increasing the learning time, differentiated instruction, providing student support, professional development about using data, regularly scheduled staff meetings, curriculum alignment and additional time for teacher collaboration. We will also make sure that all barriers or obstacles are removed that would impede our progress; including, but not limited to: changes in faculty, staff, professional development and master schedule changes. We will operate with a sense of urgency and purpose.*

**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: 75% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2014-2015 school year.
Goal for 2015-2016: 85% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2015-2016 school year.
Goal for 2016-2017: 95% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in reading as measured by the Oklahoma Core Curriculum Test for the 2016-2017 school year.
Rationale: The above mentioned increase in reading will allow Maud Elementary to attain the statewide performance targets and help to transition to common core standards.

SMART Mathematics Goals
Goal for 2014-2015: 75% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2014-2015 school year.
Goal for 2015-2016: 85% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2015-2016 school year.
Goal for 2016-2017: 95% of all students in grades 3-8 at Maud Elementary will score satisfactory or above in mathematics as measured by the Oklahoma Core Curriculum Test for the 2016-2017 school year.
Rationale: The above mentioned increase in mathematics will allow Maud Elementary to attain the statewide performance targets and help to transition to common core standards.

SMART Graduation Rate Goals
Goal for 2014-2015: This area does not apply to our elementary school; however, the staff in the district is highly invested in helping students to complete school. The students in this district are

highly invested in completing school and the community supports the efforts. We will continue to support the efforts.
Goal for 2015-2016: We will continue to support the efforts.
Goal for 2016-2017: We will continue to support the efforts.
Rationale: We feel that we can get children to understand the importance of graduation and higher education and will continue the journey once they enroll in our school

## **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.

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	<ul style="list-style-type: none"> <li>• Salary for full day Pre-K teacher</li> <li>• Salary for full time Reading Specialist</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Title III, Part A	<ul style="list-style-type: none"> <li>• Not applicable to this district</li> </ul>
Other Federal Resources <ul style="list-style-type: none"> <li>• <i>Title VI (REAP)</i></li> <li>• <i>School Improvement 515</i></li> <li>• <i>Title VII Indian Education</i></li> </ul>	<ul style="list-style-type: none"> <li>• Salaries for math tutoring, software to support reading and math, benchmark materials for reading and math.</li> <li>• Tutoring for reading and math</li> <li>• Materials for reading and math</li> <li>• Staff development</li> <li>• Salary for art teacher</li> </ul>
State Resources <ul style="list-style-type: none"> <li>• <i>Reading Sufficiency Funds</i></li> <li>• <i>Alternative Education</i></li> </ul>	<ul style="list-style-type: none"> <li>• Remediation</li> <li>• Salary of alternative education teacher</li> <li>• Summer reading academy</li> <li>• Tutoring</li> </ul>
Local Resources <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Full Day Kindergarten</li> <li>• Balance of expenditures for alternative education.</li> </ul>

## **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.

*Maud Public Schools will have to modify its policies and practices to enable our school to effectively implement the selected Transformation Model. As soon as we fine out that we have been fortunate enough to have received funding for our school, we are prepared to implement new policies that will include: providing flexibility in hiring practices at the site level, scheduling protected collaboration time, adopting an alternate/extended calendar for our school, change the structure to enhance learning opportunities (i.e. small groups, team teaching, teachers teaching in their area of expertise across different graded levels, etc.). We have recently adopted new*

*policy to implement a rigorous staff evaluation and development system. We are also already using community oriented schools strategies. We will need policy to be able to reward staff whom increase student achievement. We will remove staff who have not improved after ample opportunity and we are prepared to continue that practice until we have the best faculty and staff in Oklahoma.*

## **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.

*Our plan for sustaining the reforms after the funding period for when the grant ends is:*

### *Involving Stakeholders:*

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

### *Transition Plans:*

*Maud Public Schools will require all new teachers to participate in professional development on the following topics to sustain reforms:*

- *Data analysis / Data driven decision making*
- *Curriculum/ Year long timelines*

- *Differentiated Learning/RTI*
- *Understanding poverty and the culture of our community*
- *Maud Public Schools Policies*
- *Mentorship for all new teachers*

*The district will continue to work to expand our partnership with East Central University, Seminole State College, and Gordon Cooper Vo-Tech and partner with ECU to place student teachers in our school to learn implementation of best practices. We will continue our partnership with the Regional Food Bank and the First Baptist Church Shoe Program and the Citizen’s Potawatomie Tribe, Shawnee Tribe, Choctaw Tribe which provides materials to enhance learning programs and facilities at our school. We will all continue to positively promote our school in the community through word of mouth, newspaper articles, and local news flyers to maximize the opportunities for our school and our students.*

*Strategic Planning Process:*

*Maud Elementary will utilize the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for the school improvement efforts. The superintendent, principal, turnaround officer, and a teacher leader are being trained to use the WISE planning and coaching tool via webinars provided to us by the Oklahoma State Department of Education. Maud Public Schools will train all team leaders to use the WISE planning and coaching tool. Maud Elementary is also using Reach3 for on-site training and workshops to address strategic planning and implementation.*

*Formative and Summative Data Collection:*

*Maud Public Schools has implemented the following procedures for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:*

- *Benchmark Assessment Tools*
- *TLE evaluations*
- *Requiring all classrooms to pre and post-test*
- *Review of summative data to identify achievement gaps, curriculum gaps, and to identify professional development needs.*

*Other Funding Sources:*

*The district receives Title I, Title II, Title VI and Title VII funding. The district is partnered with the Choctaw Nation, Citizen’s Potawatomie Tribe and the Shawnee Tribe that supplies materials to enhance our school. These federal funds, along with any funds received from the tribes, will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that positively impacts student achievement. The district is currently working to secure funding from other sources.*

*Title I Part A School wide/School Improvement Plan*

*Maud 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 Model. The goals and action plans are congruent with the purpose and goals of the School Improvement*

*Grant Transformation Plan which includes a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.*

## **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.

*Maud Public Schools serves 321 students in Pre-K to 12th grade in Pottawatomie County with is located in Oklahoma. Our elementary serves 223 of those students. The district serves a diverse population in two separate buildings. This is a district wide Title I school. Over 30% of the student population is Native American. The majority of our students come from a very low income background. The average household income in Maud is 26,053; that is 18,259 less than the state average. 37.4% of the adults in our district have an educational background of a high school diploma or less. 85.2% of our students are eligible for free or reduced lunches. Very few of our students have technology resources in their homes. One out of every 64.2 students have been charged with a juvenile offense. We have a small town and we are located within just a few miles of several other schools which adds to the mobility rate of 20.8%. 20% of our students are in Special Education. The school is the hub of the community. Our community members come to every event we host at our school in large numbers. Our nearest regional four year college is East Central University in Ada, Oklahoma with is 45 miles away. We also have two private colleges, St. Gregory's University and Oklahoma Baptist University located in Shawnee, Oklahoma 25 miles away. The rural location of our school and the lack of help from outside agencies puts more pressure of the school system to provide services the children of our community deserve and need. It is certainly our goal for all of our students to succeed; if one student is failing or fails to score satisfactory on the CRT or OCCT then we believe that is one student too many. We understand that poverty and family lack of education are not excuses for failure but it definitely adds another barrier.*

*Due to the urgency of needs here at Maud, we would quickly move into action with preparation and implementation for the start of our next school year in August. We could order and get into place the smartboards, tablets, benchmark assessment pieces, connectivity for our new technology, teacher training and hiring of specialists. The superintendent, principal and turnaround officer would be responsible for getting everything together. The materials needed would be hardware, connectivity items, and materials for teachers. We could have all these things ready for school to begin on August 7, 2014.*

## **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.

*In our first year, we will obtain hardware and technology and have it connected and installed. We will hire a turnaround officer immediately and begin interviewing to hire the reading specialist, math specialist and any additional personnel. We will order teacher materials needed for professional development and contract with a professional development firm. Our second and third years will be maintenance years to make sure that we are able to continue the Transformation Model. The last two years will consist mostly of salaries and professional development. The Superintendent's Advisory Committee will be responsible for making recommendations and the Superintendent, Elementary Principal and Turnaround Officer will be responsible for getting things together and the follow-through.*



<b>Name of School:</b>			
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
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.			

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

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>The district has just replaced the Maud Elementary Principal at the beginning of the 2013-14 school year.</p> <p>The new principal, Mrs. Paula Horn, was selected based on her past experiences and her extensive training. She has been an active participant in the school improvement process this year and has been seeking professional development and materials that will help the staff maximize student achievement. She has strong curriculum knowledge and a Master's of Education. She has served in many capacities in smaller and larger districts and understands the culture of Maud.</p>	August 2013	<p>Jerry McCormick, Superintendent</p> <p>Recommendation accepted by the Maud Board of Education.</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<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>This district has selected the Tulsa Model for the TLE Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. We will continue training provided by the State Department of Education on this models. Kim Collier will provide on-going training on-site for school administrators. She will also provide on-site training for teachers on the new TLE evaluation system.</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 and all of our teachers and administrators will have extensive training using this evaluation method.</p> <p>Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the new teacher performance rubric. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and developmental needs of teachers. The team have reviewed performance bases teacher evaluation instruments, including the research behind the Tulsa Model.</p> <p>The final rubric will include indicators in each domain that</p>	August 2014	<p>Paula Horn, Principal</p> <p>Jerry McCormick, Superintendent</p> <p>Shannon Sherrin, Turnaround Officer</p> <p>Kim Collier, Educational Consulting Services</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>will be provided to each teacher. Currently, the rubric will be divided into four domains and four numerical levels. The lowest performance level (1) will indicate unsatisfactory teacher performance. The highest performance level (4) will define the most effective and productive teachers who are results oriented.</p> <p>Teacher will have the opportunity to be trained with this evaluation model.</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 through documentation, communication of evaluation results and providing a plan of improvement prior to considering exiting the teacher.</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"> <li>1. Strategic Leadership – School vision, mission and</li> </ol>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>strategic goals, leading change, school improvement plan and distributive leadership</p> <ol style="list-style-type: none"> <li>2. Instructional Leadership – Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time.</li> <li>3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment.</li> <li>4. Human Resource Leadership – Professional development/learning communities, recruiting, hiring, placing and mentoring staff, teacher and staff evaluations.</li> <li>5. Managerial Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff.</li> <li>6. External Development of Leadership – Parent and community involvement and outreach.</li> <li>7. Micro-Political Leadership – School executive, Micro-Political leadership.</li> </ol> <p>Principals will also be held to a set of performance standards that will include ensuring that their school is</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>performing at expected achievement levels. These standards will be clearly communicated to all leaders at the beginning of their term and reinforced as needed. An effective leader will be expected to show a school value-added score that meets or exceeds a specified minimum score each year as well as meeting Federal and State Standards for graduation rates, student test scores, and attendance. They will also be required to have a score on their performance rubric evaluation that meets or exceeds district standards. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations. Ms. Kim Collier will provide on-going training on-site for school administrators in the administrative evaluation system.</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<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>All teachers will give benchmark assessments at the beginning and at the end of each school year. Benchmark assessments will be developed for each classroom during the summer and fall of 2014, using our professional development consultant and Study Island.</p> <p>Teacher Merit Pay Component: All certified staff will receive merit pay based on increases in school's grade card/grade report.</p> <p>For an "A" on grade report - \$3000.00 stipend  For a "B" on grade report - \$2000.00 stipend  For a "C" on grade report - \$1000.00 stipend</p> <p>Support Staff Merit Pay Component: All support staff will receive merit pay based on increases in school's grade card/grade report.</p> <p>For an "A" on grade report - \$500.00 stipend  For a "B" on grade report - \$250.00 stipend  For a "C" on grade report - \$100.00 stipend</p> <p>The justification for all certified staff, including the administrators, and for all support staff to receive merit pay is that the principals, along with other specialist and support staff, will be working directly with certified teachers, paraprofessional, the School Support Team, the Advisory Council and students to implement all aspects of the Transformation. We want for our entire school to have one</p>	<p>August 2014, 2015, 2016 and May 2015, 2016 and 2017.</p> <p>June 2015, 2016, 2017 or the month immediately following the grade card reports</p>	<p>Paula Horn, Principal</p> <p>Jerry McCormick, Superintendent</p> <p>Shannon Sherrin, Turnaround Officer</p> <p>Maud Board of Education</p>



<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>vision and be working towards a goal as a TEAM.</p> <p>We will monitor this by making sure that the grade card is reviewed annually to determine awards. Documentation, including sign-in sheets, Grade Card Reports, Expenditure Reports and Agendas will be maintained.</p> <p>Maud Board of Education is currently working to secure corporate sponsorship and/or assistance from the tribal affiliations and community members to continue these awards. Every effort will be make to secure adequate funding to continue providing merit pay beyond the funding period of the grant. If we are fortunate enough to receive these funds, we feel our enrollment will increase due to the extra opportunities we can provide for our students and teachers and that will help with sustainability.</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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>Maud Public School will be using Ms. Kim Collier of Educational Consulting Services, as the external provider and the Effective Schools model toward comprehensive reform in professional development aligned with formative and summative data, including the state data (OCCT) and district benchmarks, the WISE Planning Tool, and Oklahoma Best Practices and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided in-house by Maud faculty members.</p> <p>Ms. Kim Collier will provide the following:</p> <ol style="list-style-type: none"> <li>1. Provides targeted technical assistance to build the district’s capacity for dramatic district and school improvement, including a 5 Day Teacher Academy and 5 Day New Teacher Academy.</li> <li>2. Creates Data Systems 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.).</li> <li>3. Provides job-embedded professional development aligned with formative and summative data, OCCT, EOI, district benchmark data, attendance, the WISE Planning Tool (School Improvement Plan), and the Oklahoma Nine Essential Elements and Needs Assessment.</li> <li>4. Supports the Teacher Leader Effectiveness</li> </ol>	<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 and off site professional development.</p>	<p>Ms. Kim Collier, Educational Consulting Services</p> <p>Maud Faculty</p> <p>Jerry McCormick, Superintendent</p> <p>Paula Horn, Elementary Principal</p> <p>Shannon Sherrin, Turnaround Officer</p> <p>State Department of Education – Webinars, training and teleconferences</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>Model and McREL principal evaluation processes.</p> <p>5. Facilitates building Professional Learning Communities (PLC's) composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort and help to build capacity and sustainability toward improvement. Furthermore, in a PLC, collaboration 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>6. Implements a Train the Trainer model (Instructional Coaches) to provide sustainability 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 twice a week to build capacity during Year 1 of the School Improvement Grant, once a week during Year 2, and twice a month</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>through the “Trainer the Trainer” model during Year 3 of the grant to build sustainability.</p> <ol style="list-style-type: none"> <li>7. Implements and provides training for conducting “Instructional Rounds” to enhance teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers one day in the fall and one day in the spring).</li> <li>8. Disaggregate and analyze both formative and summative data to drive improvement and transformation.</li> <li>9. Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources.</li> <li>10. Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices.</li> <li>11. Align the instructional delivery system within the school and classroom to meet individual learning needs of all students.</li> <li>12. Align curriculum with existing standards (Oklahoma Academic Standards), and any additional standards to be developed by the OSDE, benchmarks and assessments.</li> <li>13. Align instructional practices in the classroom to be standards-based, incorporate higher-order thinking, and to meet the unique learning needs of each and every student.</li> </ol>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>14. Provide differentiated instructional strategies professional development.</p> <p>15. Provide “Working with Children of Poverty” professional development.</p> <p>16. Provide response to Intervention (RTI) professional development.</p> <p>17. Provide scientifically based reading research (SBRR) professional development and interventions.</p> <p>18. Provide scientifically research based math professional development and interventions.</p> <p>19. Provide Marzano’s Building Academic Vocabulary professional development and academic word walls in classrooms.</p> <p>20. The External Provider, ECS, will also provide on-going professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as quarterly and yearly reports for accountability with the Superintendent, Principal, and OSDE team. Teacher and principal interviews, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching and leadership development, professional development, and continued data-driven decision making.</p> <p>21. The External Provider will be held accountable for producing results using student academic achievement with OCCT data and AYP/API</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>scores and the A to F Report Card.</p> <p>In order to determine professional development needed and aligned with the LEA’s comprehensive school plan, four elements will be used. All faculty members completed Marzano’s survey.. The WISE Online Needs Assessment will be administered to the Maud Team. Data from the site visits by the School Improvement Plan Support Team Members will also be utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job embedded professional development.</p> <p>As our school is very low income and has a big population of special education children, Kim will also be using the following books: <u>Teaching with Poverty</u> in Mind by Eric Jensen and <u>Fulfilling the promise of the Differentiated Classroom</u> by Carol Ann Tomlinson, to assist our staff in becoming more focused in how to deal with differences in children.</p> <p>ECS will implement a coaching and professional development model and provide a weekly on-site coach to use a “Train the Trainer” model with Reading and Math Instructional Coaches and to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>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 &amp; McQuarrie (1999) as “one of the most promising new approaches to professional growth in education”. Coaching provides ongoing, sustainable support to teachers. Also, Coaching occurs in a large frame that includes the components of long-term excellent performance, self-correction, and self-generation (Flaherty, 1999) which builds capacity and leads to sustainability.</p> <p>Finally, the concept of coaching is consistent with the following National Staff Development Council (NSDC, 2001) standards:</p> <ol style="list-style-type: none"> <li>1. Organizes adults into learning communities whose goals are aligned with those of the school and district.</li> <li>2. Requires skillful school and district leaders who guide continuous instructional improvement.</li> <li>3. Requires resources to support adult learning and collaboration.</li> <li>4. Applies knowledge about human learning and change.</li> <li>5. Provides educators with the knowledge and skills to collaborate.</li> </ol>		

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



<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>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 systemwide school improvement and transformation: district redesign, leadership, opportunity and accountability, and community-centered education reform. Effective coaches and coaching structures build instructional leadership capacity with application of what is known about adult learning and change theory. Coaching supports the systemic improvement efforts of the district and provides differentiated, targeted supports. Furthermore, instructional coaching is grounded in current research and knowledge on leadership as “professional communities of practice” (Miller, 1995). Coaching is more effective when it is customized to needs identified by teachers and when their approach to learning is collaborative and inquiry-based (Darling-Hammond and McLaughlin, 1995). Finally, the principals of this coaching model is grounded in research on effective professional development and professional learning communities. In many cases, the impact of coaching also goes beyond improving content instruction. The conditions, behaviors, and instructional strategies</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>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 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 Instructional Specialist (to be hired) or lead teacher to build sustainability.</p> <p>ECS Executive Director, Kim Collier, will provide additional coaching, mentoring and leadership development</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>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>ECS will provide on-going professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as monthly, quarterly, and yearly reports for accountability with administration, Board members, Turnaround Officer, Parents, and OSDE team. Teacher and principal interviews, surveys, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching, leadership development, professional development, and continued data-driven decision making each year of the School Improvement Grant.</p> <p>Continued professional development will be provided for curriculum alignment and mapping as indicated on the WISE Needs Assessment.</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>Teachers will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. Administration and teachers will conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, &amp; Wayman, 2009).</p> <p>Participants will also analyze data from multiple sources such as the WISE Needs Assessment, District Benchmark data, attendance, behavior, etc. to determine needs for teacher clearing house for Comprehensive Reform have reported instruction and student learning. Furthermore, participants will continue to analyze data for progress monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement. Classroom formative assessments will be utilized and analyzed to give teachers feedback about students' understanding of the material presented and to determine what adjustments to instruction are needed to improve students' understanding.</p> <p>In order for us to make sure that this Transformation Model has a significant effect on improving out elementary, we will continue to have meetings once a week to have dialogue about how our strategies are working. This will give us an opportunity to self-correct if needed and to celebrate our accomplishments together.</p> <p>The principal will also be held to a set of performance standards that will include ensuring that the school is performing at expected achievement levels. The leader will be required to reach the district standard for</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	effectiveness. A principal who does not attain these standards will be counseled toward the appropriate level of development, but will be exited if they do not reach expectations.		
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>The district will implement a Train the Trainers Model in order to provide opportunities for career growth. We have implemented a new teacher evaluation system in order to provide teachers with positive reinforcement and validation.</p> <p>We will implement a performance-based incentive program for all staff. Incentive bonuses will be awarded annually for returning teachers based on the school's grade report by the State Department of Education. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Maud the following year.</p>	2014/2015 2015/2016 2016/2017	Jerry McCormick, Superintendent  Maud Board of Education

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p><u>Monitoring</u> – An inventory of all technology equipment will be maintained annually in compliance with federal regulations.</p> <p><u>Sustainability</u> - The district will seek corporate sponsorship of bonuses/incentives before the funding period ends. The district will provide the latest technology for teachers such as interactive white boards, laptops, and projectors 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>Maud Public Schools will continue to use vertical and horizontal alignment of curriculum and to identify instructional gaps using the OCCT reading and math results and the Priority Academic Student Skills until we change over completely to Common Core Standards.</p> <p>All teachers are currently, and will continue to be trained to disaggregate data, align curriculum, identify gaps and to write effective curriculum. Summer professional development will focus on continuous vertical and horizontal alignment, using the current curriculum maps to design a comprehensive curriculum that is based on the Oklahoma P.A.S.S. objectives and moving into the Common Core Curriculum. All instruction will be embedded in this concept.</p> <p><u>Monitoring</u> - Agendas, Sign-in sheets, curriculum alignment</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>All Maud Elementary Staff</p> <p>Shannon Sherrin, Turnaround Officer</p> <p>Paula Horn, Elementary Principal</p> <p>Jerry McCormick, Superintendent</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	documents.  <u>Sustainability</u> - PLC team leaders will be trained using the Train the Trainers model to ensure sustainability beyond the funding period.		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S. objectives / Common Core Standards as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction (Tomlinson, 2001) and organization practices to accommodate student differences in the classroom. Accurate student assessments are critical to determine a student's strengths and weaknesses. Data from assessments will drive instruction in the classroom, which will result in increased academic achievement. PLC teams will meet weekly to review assessment data to make appropriate adjustments to instructional plans.  Maud Elementary will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning. Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards and yearly curriculum pacing for the current year of teaching and the following year for both the students moving to the next	2014-2015 2015-2016 2016-2017	Shannon Sherrin, Turnaround Officer  Kim Collier, Educational Consulting Services  Paula Horn, Elementary Principal  Jerry McCormick, Superintendent

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>grade and new students entering a grade. Maud elementary teachers will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, questioning, quizzes, projects, class work and homework. Additional formative assessments that will be added as a result of the Transformation Model are project –based assessments, student self-grading rubrics, and student self-assessments. Teachers will learn about these assessments as well as how to create them at our professional development meetings conducted in-house. Summative assessments we will continue to utilize are: Pre-K and K the BEAR; Pre –K through 3<sup>rd</sup> grade the BEAR; and the OCCT for 3<sup>rd</sup> through 8<sup>th</sup> grade Star Reading and Star Math for 1-8.. Additional summative assessments that will be added as a result of this model is, Study Island and Odyssey Ware. All teachers will have an active role in creating benchmark tests to use at each grade level. Our primary goal is to provide a thorough and accurate academic assessment for 2<sup>nd</sup> – 8<sup>th</sup> grade students using test items that are closely aligned with the Oklahoma P.A.S.S. standards/Common Core Standards. Once student data is obtained, teachers will use the data to differentiate instruction. At professional development meeting teachers will bring their students’ assessment data and disaggregate and analyze it for strengths and weaknesses. Kim Collier, of Educational Consulting Services, will train our teachers how to analyze data. This information will then be placed on a wall in our confidential data room. Teachers will develop grouping practices, modification of assignment, additional opportunities for students to use a variety of responses (oral, written, responses given to paras, etc.); and effective instructional strategies according to the needs of</p>		



<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>each individual child. Small groups can be multi-age, multilevel, and must be flexible enough to allow students to receive instruction in the skills that are specific to them. The lowest achieving students will be remediated in their skills that are non-existent while our most advanced students will be able to explore learning opportunities beyond the basic core curriculum. Schedules will be designed so all of our students will be able to participate in instruction that is designed specifically for them as they go from classroom to classroom for academic instruction with a teacher who has the utmost expertise in the area of need for that student. Differentiated instruction will be provided as part of the professional development meetings held throughout the year. We will provide educators from outside our district, book studies, and in house educators and administrators to make sure that our teachers have an adequate knowledge base and expertise to differentiate instruction for all of our students.</p> <p><u>Monitoring</u> – Sign-in sheets, agendas, and benchmark data will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results.</p> <p><u>Sustainability</u> - The Data and Technology Integration Coach will work with the Instructional Facilitator, ECS, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results.</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
8. Establish schedules and implement strategies that provide increased learning time.	<p><b>Extended Day Activities</b> The district/school will extend instructional time by adding after school instruction and summer school. The focus of the reform strategy will be to engage students in productive academic learning time, not simply to add time to their day (Silva, 2005). Research supports the use of extended learning time, if a minimum of 300 hours per year is provided (Frazier &amp; Morrison, 1998)</p> <p>All students will be pre-tested and post-tested to determine the success of the extended learning time intervention. Our certified staff will submit the results for review so we have an opportunity to make any adjustments necessary to ensure student success.</p> <p>Students will also be pre and post-tested for summer school.</p> <p>We will continue to provide all day Pre-K and Kindergarten and those students will be pre and post-tested as well. This will be funded through our Title I program and general fund.</p> <p>The district and specifically our elementary will increase the instructional time by one hour per day Monday-Thursday. This hour would focus on providing intervention to students who need the most support. Small groups will be utilized during this additional hour which will be multi-age, multi-level and flexible. It will allow all students an opportunity to receive instruction in the skills that are specifically designed to meet their individual needs.</p>	<p>August 2014 – June 2015</p> <p>August 2015-June 2016</p> <p>August 2016-June 2017</p>	<p>Shannon Sherrin, Turnaround Officer</p> <p>Paula Horn, Elementary Principal</p> <p>Jerry McCormick, Superintendent</p> <p>Maud Board of Education</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>We will also transform the structure of our regular school day to make sure that every child gets a second session of reading and math. We used this strategy successfully this past year. Sometimes utilizing a different teacher for the second period of instruction and always using a teacher who is highly qualified in the specific area of instruction.</p> <p>Our upper elementary students will participate in a built in advisory type period we call Tiger Time. During this period, the student goes to the teacher who is certified and highly qualified in the area the student is in most need of obtaining remediation.</p>		
9. Provide ongoing mechanisms for family and community engagement.	<p>Our families are very concerned about academic achievement of their children. They also have a great concern for resources in their home. We have and will continue to use this data to select and secure community partners that will address these needs.</p> <p>In our attempt to improve our school community we have partnered with several social organizations to provide families a way to access services. Currently we have established partnerships with various health service providers including, Prevent Blindness Vision Screening, Food Bank, the Citizen’s Potawatomie Tribe, the Choctaw Tribe and the Shawnee Tribe for medical, educational and social resources needed by families.</p> <p>We are also committed to partnering with faith- based organizations including the Maud Baptist Church.</p> <p>Our school is the “hub” of the community, so when we have any event, it is well attended.</p>		<p>Maud Faculty and Staff</p> <p>Shannon Sherrin, Turnaround Officer</p> <p>Paula Horn, Elementary Principal</p> <p>Jerry McCormick, Superintendent</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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>Maud Elementary is a very small rural school. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Maud Elementary has developed and implemented district/school-wide communication and leadership mechanisms, so that those that will be impacted by a decision have a voice in that decision.</p> <p>Professional learning communities will be established in 2014/2015. Due to significant levels of staff turnover in previous years it has been difficult to have consistency. A few teachers who were not effective and were not rehired this year will be replaced with faculty members who share our vision for improvement.</p> <p>The leadership team will work with the certified and support staff to make necessary modifications to schedules, calendars, and budgets that will most effectively increase student achievement.</p> <p><u>Monitoring</u> - The Superintendent's Advisory Council. will meet once monthly to discuss implementation and any barriers that may be impeding the efforts to implement the School Improvement Grant plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education by the Superintendent as requested by the Council.</p> <p><u>Sustainability</u> – The Council will be maintained beyond the</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jerry McCormick, Superintendent</p> <p>Maud Board of Education</p> <p>Superintendent's Advisory Council</p>

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	funding period to continue reviewing school improvement barriers and operational flexibility needs.		
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>Maud Elementary is a Priority school.</p> <p>The district will engage in ongoing technical assistance meetings with the State Department of Education. And receive Professional Development from the Director of Educational Consulting Services, Ms. Kim Collier.</p> <p>District Leadership will receive monthly technical assistance designed specifically for leadership development from the School Support Team</p> <p>The district has utilized the expertise of Shannon Sherrin for the past year to address school needs and maximize student achievement.. The School Support Team will work with Ms. Kim Collier to utilize the WISE tool to assist with assessment, development, and documentation of school improvement efforts. In addition, Shannon Sherrin, our Turnaround Officer, will continue work closely with the superintendent and leadership team as she oversees and monitors the implementation of this plan. She will support the day-to-day needs of the school; keep everyone up-to-date on progress and barriers she sees. She will also ensure alignment between our activities and external providers.</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	Shannon Sherrin, Turnaround Officer
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	The technology package in this grant was designed to transform the teaching and learning process at Maud in dramatic ways for our students and our teachers. The technology pieces were specifically selected to create a total package that would enhance student engagement, provide efficiency in developing powerful lessons for the teacher,	2014-2015	Jerry McCormick, Superintendent

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>and to provide a meaningful systemic process for reflective teaching practices and effective feedback. We have such a “hodge podge” of equipment in our system. The diversity of our equipment has created a challenge when it comes to keeping everything up and running. We are not close to technicians to assist in the up keep of our equipment, so we are sometimes without a computer for several days or weeks when we have problems.</p> <p>It is imperative that we obtain the very best quality of technology available. It must be reliable and durable. We need to transform our labs and classrooms from overhead projectors and paper and pencil, into complete interactive learning environments. We have moved from an oral society, to print and now we must move to digital and graphical. Not only will technology change the way students learn, but it will also increase the engagement of all students. The student you would typically see bored in the back of the room will now be competing to answer questions or be more a part of what is going on. Students will also put more effort into their projects because they will look better when displayed. A teacher, who can spend less time and effort to engage the students, can use that time instead to create more fulfilling deliveries and lessons. Our students now have a sophisticated set of skills. The problem is that schools “expose students to deep academic skills that are out of touch with their learning style”(Chris Dede, Harvard University Professor, School of Education, District Administration, October 2005). That is exactly what has happened in our school. The tablets, laptops and Smartboards will help us close this very wide gap.</p>		

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>We must include more, and improved differentiated instruction, increased rigor, and engagement for our students. Our vision for this initiative will support our efforts and provide the means to transform our school into a place where creativity and collaboration are the norm; a place where students are continually engaged in real world experiences, and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. For too long, this district has used textbooks as their only resource. 85% of our students qualify for free or reduced lunches and few have computers in their homes. This puts them at an extreme disadvantage as compared to their peers in higher socio-economic settings.</p>		

<b>Name of School:</b>			
<b>Closure Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to close a Priority School.</b>			
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.			



<b>Name of School:</b>			
<b>Restart Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to restart a Priority School.</b>			
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.

Maud Public Schools did not request the entire amount available for this grant. We only asked for what we felt would make the most significant difference at our school and we felt that sustainability would be easier if the amount was not so large. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services and to attend professional development. Maud Elementary was identified as a Priority school and is the only site to be served. Although the district has made significant progress over the past school year, more growth is needed. The district selected the Transformation Model due to recent success.

#### **Required Components to be Funded:**

##### **Additional Training**

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

In order to meet the requirements of the grant a stipend per day will be paid to each certified staff member for attending a 5 day academy in addition to the days of on-site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and Superintendent. The collaboration time will be built into the schedule.

##### **5 Day New Teacher Academy**

New teachers will be required to report 5 days earlier than returning teachers for a New Teacher Academy. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives. Materials needed for teacher academy for classroom differentiation and teaching with poverty methods will be 698.60 one time.

##### **Professional Development**

Funding will provide 73 days of on-site coaching/modeling and direct training from Kim Collier at Educational Consulting Services at a rate of \$1000. per day. Funding will also provide Literacy First Training and Materials of 16 onsite days and 20 coaching/consulting days and summer leadership institute for 4 participants for a total of 114,500.00

Total cost for coaching, training, and modeling from external providers and trainers will be \$187,500 year 1, \$50,000 year 2, and \$30,000 in year 3, for a total of \$267,500.00.

##### **Extended Day/Year**

Funding will provide more than 300 additional hours of instruction for our most at-risk students. Students in grades 3-8 will receive an additional one hour per day of instruction. This additional time will be targeted directly to their individual needs. In some instances this will mean a second period of math and/or reading instruction in small flexible groups. In other instances this additional time will provide enrichment through the arts, healthy and fit activities. Summer school will be extended to provide an additional 80 hours of summer school instruction. The cost for these salaries will be \$14,400 each for a total of \$28,800..

##### **Bus Driver for Extended Day/Year**

\$2975. And \$743.75 in benefits

##### **Collaboration Time**

The 90 minutes of required and protected collaboration time is funded through the extended day portion of the budget. This time will be created by implementing a staggered schedule to embed collaboration

time into the work week at no additional cost. (Funded with extra duty stipend for additional time worked.)

**Instructional Program**

With the funding from the grant, all classrooms will be equipped with state of the art interactive white boards and projectors, as well as individual laptops for each board in grades 3-8 with a mobile laptop/tablet wireless cart. Students will also be provided individual tablets with a wireless printer in each classroom. The students in grades six through eight will receive direct instruction in math as well as a second dose of math via the Study Island instructional program. Cost of the Study Island program is estimated at \$1350 per year each of the three years based on current student enrollment.

**Salaries**

**Turnaround Officer / Officer**

Maud Elementary will designate an office which is located in the 7<sup>th</sup> & 8<sup>th</sup> grade building on campus. This office will be used for School Improvement Team meetings, Professional Learning Community meetings, and faculty meetings. Ms. Sherrin was recommended by members of the staff as well as our leadership team, our Board of Education, and our School Support Team. This decision has been shared with all faculty and administration. Ms. Sherrin is a highly qualified teacher. Her greatest strengths include the skills necessary for a successful Turnaround Officer. She is highly motivated, extremely organized, and has superb people skills. She has impeccable integrity. The Turnaround Officer will receive a salary that is commensurate with the state minimum salary schedule for her years of experience plus a \$15,000 stipend each year for the turnaround officer in addition to her other duties. Her salary will be \$64,125.00 for the first year, \$64,550.00 the second year, and \$64,975.00 the third year. This includes \$9000.00 each year in benefits. This salary is based on 2013-14 teacher salary scale and will be updated if there is an increase in teacher salary scale.

**Data and Technology Integration Officer**

Research strongly supports the integration of technology into the instructional program in order to prepare students for the 21st Century. Further, this infusion of technology into the professional development program will enable our teachers and administrators to fully access data, so that individual training needs of teachers can be addressed as well as individual educational needs of the students. In order to ensure teachers and students have adequate support during the implementation phase, we propose employing a part-time Data and Technology Integration person during the implementation phase at a cost of \$20,00 for each year. Maud desires a significant technology program that is embraced by students and staff. However, adding the additional technology components (laptops, interactive white board with speakers and projectors, laptops carts, printers and tablets) to ensure access to the core curriculum by all students will require significant upgrades to our technology infrastructure. Without the infrastructures, students and teachers will continue to be frustrated and discouraged about using the technology. Cost for technology items is 254,532.15 one time.

**Labor for technology installation/repairs** – 15,000 per year

**Reading specialist** – \$49,783.80 per year.

**Math remediation specialist** - \$49,783.80 per year

**Reading and math tutors** – one hour daily & summer school \$14,400 each for \$28,800 per year

**Special Education paraprofessional** - \$15,000 per year

**Teacher Stipends for Professional Development Teacher Academy** - \$29,500

**Merit Pay**

**Individual Merit Pay Component**

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

\$3000.00 for an “A”

\$2000.00 for a “B”

\$1000.00 for a “C”

Total Cost with 26 certified staff - \$78,000

All support staff will receive merit pay based on increases in school report card scores as follows:

\$500.00 for an “A”

\$250.00 for a “B”

\$100.00 for a “C”

Total Cost with 23 support staff - \$11,500

**Timely Distribution of Funds**

Funds will be used immediately after receiving them and upon approval of the Maud Board of

Education.

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

The Turnaround Officer will:

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

The LEA must complete and attach the budget pages required for the LEA Section of the application:

- Summary Budget page and Justification page for each fiscal year\* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools 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.

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

In the space below, provide a budget narrative for each of the Priority Schools 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.**

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

The LEA must complete and attach the budget pages required by the School Section of the LEA application:

- Summary Budget page and Justification page for each year of the grant for each Priority School 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](http://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](http://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](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"> <li>None of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>All of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>

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

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

**LEA Integration of Services**

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

**LEA Modification of Policies and Procedures**

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

**LEA Sustainability**

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

**School Needs Assessment and Identification of Intervention Model**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>No data sources were used in the analysis or summary of analysis is nonexistent.</li> <li>The identified model is not supported by the data analysis and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Few data sources (1-3) were used and summarized into a limited analysis.</li> <li>The identified model is partially supported by the data analysis and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis.</li> <li>The identified model is fully supported by the data analysis and needs assessment.</li> </ul>



**School SMART Goals**

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

**School Integration of Services**

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

**School Modification of Policies and Procedures**

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

**School Sustainability**

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

**School Action Plan for Pre-Implementation**

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

\*[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"> <li>• The Action Plan is not complete or does not provide required information regarding the intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

**LEA/School Budget Summary\***

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• None of the required budget criteria are addressed.</li> <li>• None of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• The LEA has not funded the required components of the chosen intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the required budget criteria are addressed.</li> <li>• Some of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• All required budget criteria have been addressed.</li> <li>• All of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• 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.</li> </ul>

*\* 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.*