

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

**LEA SECTION**

<b>Legal Name of Applicant:</b>  <i>Independent School District No. 1 (Tulsa Public Schools)</i>	<b>Applicant's Mailing Address:</b>  <i>3027 South New Haven Avenue Tulsa, Oklahoma 74114</i>
<b>Local Educational Agency Contact for the School Improvement Grant</b>  <b>Name:</b> <i>Errick Greene</i>  <b>Position and Office:</b> <i>Chief of Schools</i>  <b>Contact's Mailing Address:</b>  <i>3027 South New Haven Avenue Tulsa, Oklahoma 74114</i>  <b>Telephone:</b> <i>918-746-6193</i>  <b>Fax:</b> <i>918-746-6521</i>  <b>Email address:</b> <i>greener@tulsaschools.org</i>	
<b>Superintendent (Printed Name):</b> <i>Deborah A. Gist</i>	<b>Telephone:</b> <i>918-746-6160</i>
<b>Signature of the Superintendent</b>  X_____	<b>Date:</b> <i>12/14/16</i>
<b>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.</b>	

## **ASSURANCES FOR OKLAHOMA LEA APPLICATION**

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

- A. Sub-grantees will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements. (*federal*)
- B. The sub-grantees will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. (*federal*)
- C. Sub-grantees will report school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. (*federal*)
- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions. (*federal*)
- E. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
  - a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - b. Provide at least five (5) days of site-based training **and** a five (5) day teacher academy or institute for each teacher in each Priority and/or Focus School to be served; and
  - c. Provide **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 site visits and the online integrated planning and coaching tool.
- G. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
- H. Sub-grantees must ensure that any school receiving 1003(g) funds and does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.

- I. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

12/14/16

---

Signature of Superintendent

Date

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

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
None					

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

School Name	NCES ID #	INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
None										

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

School Name	NCES ID #	INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Academy Central ES	29854	X								X
Anderson ES	01581	X								X
Bell ES	01586	X								X
Burroughs ES	29768	X								X
Celia Clinton ES	29770	X								X
Chouteau ES	01599	X								X
Columbus ES	29771	X								X
Cooper ES	29772	X								X
Disney ES	29799		X							X

Emerson ES	29775	X							X
Eugene Field ES	01613	X							X
Gilcrease ES	02280	X							X
Grimes ES	29776	X							X
Hamilton ES	01622	X					X		
Hawthorne ES	29777	X							X
Hoover ES	29779		X						X
Jackson ES	29780	X							X
Jones ES	02656	X							X
Kendall-Whittier ES	02249	X							X
Kerr ES	29782	X							X
Key ES	29783	X							X
Lewis & Clark ES	01636		X						X
Lindbergh ES	29786	X							X
MacArthur ES	29787	X							X
Mark Twain ES	01644	X							X
Marshall ES	29788	X							X
McClure ES	29789	X							X
McKinley ES	29790	X							X
Mitchell ES	29791	X							X
Owen ES	02332	X							X
Park ES	01656	X							X
Peary ES	29792	X							X
Penn ES	01658	X							X
Project ACCEPT	02738	X							X
Remington ES	01664	X							X
Robertson ES	01666	X							X
Sequoyah ES	29796	X							X
Skelly ES	29797	X							X
Springdale ES	01672	X							X
Whitman ES	01676	X							X
Wright ES	29798	X							X
Central JH	02731	X							X
Clinton MS	01601	X							X
East Central JH	01614	X							X
Hale JH	01677	X							X
McLain JH	02737	X							X
Memorial JH	01591	X							X
Monroe Demo MS	02739	X							X
Rogers JH	02733	X							X
Tulsa Met JH	29767	X							X
Central HS	01596	X							X
East Central HS	01607	X							X
Edison HS	01608		X						X
Hale HS	01653	X							X
McLain HS	01649	X							X

Memorial HS	01650		X							X
Rogers HS	01679		X							X
Tulsa Met HS	02664	X								X
Webster HS	01675	X								X

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

SCHOOL NAME	NCES ID #	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL
Academy Central ES	29854	Tulsa Public Schools (TPS) does not lack capacity to serve the listed schools. Due to the availability of funds, TPS is applying for only 1 of the eligible schools. This school (Hamilton ES) has been identified by TPS as among the lowest performing in the State, but having strong and engaged leadership who has already developed a transformational plan.
Anderson ES	01581	
Bell ES	01586	
Burroughs ES	29768	
Celia Clinton ES	29770	
Chouteau ES	01599	
Columbus ES	29771	
Cooper ES	29772	
Disney ES	29799	
Emerson ES	29775	
Eugene Field ES	01613	
Gilcrease ES	02280	
Grimes ES	29776	
Hawthorne ES	29777	
Hoover ES	29779	
Jackson ES	29780	
Jones ES	02656	
Kendall-Whittier ES	02249	
Kerr ES	29782	
Key ES	29783	
Lewis & Clark ES	01636	
Lindbergh ES	29786	
MacArthur ES	29787	
Mark Twain ES	01644	
McClure ES	29789	
Marshall ES	29788	
McKinley ES	29790	
Mitchell ES	29791	
Owen ES	02332	
Park ES	01656	
Peary ES	29792	
Penn ES	01658	
Project ACCEPT	02738	
Remington ES	01664	

Robertson ES	01666	
Sequoyah ES	29796	
Skelly ES	29797	
Springdale ES	01672	
Whitman ES	01676	
Wright ES	29798	
Central JH	02731	
Clinton MS	01601	
East Central JH	01614	
Hale JH	01677	
McLain JH	02737	
Memorial JH	01591	
Monroe Demo MS	02739	
Rogers JH	02733	
Tulsa Met JH	29767	
Central HS	01596	
East Central HS	01607	
Edison HS	01608	
Hale HS	01653	
McLain HS	01649	
Memorial HS	01650	
Rogers HS	01679	
Tulsa Met HS	02664	
Webster HS	01675	

## **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>	See Action Plan, Timeline, and Responsibilities narrative for the participating school.
<ul style="list-style-type: none"> <li>The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable.</li> </ul>	N/A
<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</li> </ul>	In 2015, Tulsa Public Schools solicited the input of thousands of stakeholders—teachers, families, students, community members, staff and administrators—and the most current research and thinking on how to ensure

<p>appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.</p>	<p>excellence in every school. Together, the district captured a bold new vision for public education entitled <i>Destination Excellence</i>. The approach is based on the belief that the entire Tulsa Public Schools community must be learners, contributors and designers for its students to be successful.</p> <p>Destination Excellence states that Tulsa Public Schools will become the destination for top educators and a proof point for what is possible in urban education. The district will do this by embracing innovation and supporting the design and implementation of new learning models while continuously improving teaching and learning for all. The power of its collective efforts will result in each student graduating ready for success in college, careers and life.</p> <p>Tulsa Public Schools believes that the entire community must be learners, contributors and designers for its students to be successful.</p> <ul style="list-style-type: none"> <li>• As a learning organization, it will invest in the continuous improvement to ensure that all educators, students, and schools benefit from high quality teaching and learning.</li> <li>• As a contributing organization, it will create a culture of empowerment and engagement in the classroom, the community, and in the district office in order to spur change and effectively serve a diverse portfolio of schools.</li> <li>• As a designing organization, it will foster and embrace innovation through new instructional practices and classroom and school designs to help re-imagine the public school experience.</li> </ul> <p>Five strategies have been established to lead to key outcomes over the next five years:</p> <ul style="list-style-type: none"> <li>• Creating powerful learning experiences for all by implementing an aligned PreK-12 instructional program.</li> <li>• Cultivating safe, supportive, and joyful school cultures.</li> <li>• Attracting, developing, and retaining a highly effective and empowered team.</li> <li>• Incubating and implementing innovative classroom, school, and district designs.</li> <li>• Fostering the conditions to become the nation's leading 21<sup>st</sup> century school district.</li> </ul> <p>Additionally, Principal Carr was selected to lead Hamilton ES beginning in 2015-16 as part of a transformation process. She and her team, including parents, have been planning and designing the transformation work since her principalship began.</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_Competencies.pdf">http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf</a>.</li> </ul>	<p>The principal at Hamilton ES is in her second year of principalship at the school under a recently instituted transformation effort, thereby qualifying an exception to the replacement requirement. Ms. Carr was selected to lead the effort at Hamilton through a rigorous principal selection process that identifies the candidates with the most effective instructional leadership skills. The selection process involves several different performance tasks related to instructional leadership including, but not limited to, the ability to accurately assess teacher performance and provide appropriate feedback, write and communicate effective professional development plans, as well as interpreting and using school culture data. Candidates are also tasked with reading a case study and developing an actionable and appropriate plan for school improvement. She was selected based on her demonstration of having the following qualities: providing transformational leadership to planning, launching, and managing a school identified as Priority by the Oklahoma State Department of Education (including implementing a model of intervention selected based on the needs of the school); school leadership to focus on high student achievement/growth and college/career/life-readiness; building a safe, supportive, and joyful learning environment that supports the whole student; leveraging research and data based decision making to drive initiatives and instruction; success in driving improvement in achievement and progress for underperforming subgroups; experience in building effective teams along with exceptional coaching skills; strong curriculum knowledge, including implementing literacy and math interventions; as well as striving for excellence that includes masterful teaching and strong instructional leadership to achieve the school's visionary but realistic goals. She is responsible for collaborating with parents, community members, the Turnaround Officer, as well as other internal/external resources and stakeholders to implement new education programs, data tools, and other resources to accelerate student achievement/growth and college/career/life-readiness.</p> <p>Qualifications: Bachelor's degree, experience in instructional leadership, ability to meet relevant city and state certification requirements, experience in an urban education environment preferred, experience analyzing data to facilitate and support decision-making, demonstration of effective teaching and learning practices, excellent planning, goal setting, coordinating, and decision-making skills, ability to facilitate and lead change initiatives and embrace innovation, ability to effectively engage parents and community, experience administrating state or federal grants.</p>
<ul style="list-style-type: none"> <li>The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has</li> </ul>	<p>See Justification under Schools to be Served.</p>

<p>been addressed.</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_Competencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf</a>.</li> </ul>	<p>When filling a principal vacancy at one of the participating schools, the Chief of Schools, Instructional Leadership Director, and Turnaround Officer will be responsible for posting a vacancy advertisement nationally, regionally and locally, as needed. Candidates will undergo the district's rigorous principal selection process which will ensure they have the qualifications necessary to lead the transformation work at Hamilton. The final decision will rest upon a joint decision of the Chief of Schools, Instructional Leadership Director, and Turnaround Officer.</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>In 2015, Tulsa Public Schools solicited the input of thousands of stakeholders—teachers, families, students, community members, staff and administrators—and the most current research and thinking on how to ensure excellence in every school. Together, the district captured a bold new vision for public education entitled <i>Destination Excellence</i>. The approach is based on the belief that the entire Tulsa Public Schools community must be learners, contributors and designers for its students to be successful.</p> <p>Destination Excellence states that Tulsa Public Schools will become the destination for top educators and a proof point for what is possible in urban education. The district will do this by embracing innovation and supporting the design and implementation of new learning models while continuously improving teaching and learning for all. The power of its collective efforts will result in each student graduating ready for success in college, careers and life.</p> <p>Tulsa Public Schools believes that the entire community must be learners, contributors and designers for its students to be successful.</p> <ul style="list-style-type: none"> <li>• As a learning organization, it will invest in the continuous improvement to ensure that all educators, students, and schools benefit from high quality teaching and learning.</li> <li>• As a contributing organization, it will create a culture of empowerment and engagement in the classroom, the community, and in the district office in order to spur change and effectively serve a diverse portfolio of schools.</li> <li>• As a designing organization, it will foster and embrace innovation through new instructional practices and classroom and school designs to help re-imagine the public school experience.</li> </ul> <p>Five strategies have been established to lead to key outcomes over the next five years:</p> <ul style="list-style-type: none"> <li>• Creating powerful learning experiences for all by implementing an aligned PreK-12 instructional program.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultivating safe, supportive, and joyful school cultures.</li> <li>• Attracting, developing, and retaining a highly effective and empowered team.</li> <li>• Incubating and implementing innovative classroom, school, and district designs.</li> <li>• Fostering the conditions to become the nation's leading 21<sup>st</sup> century school district.</li> </ul> <p>Additionally, multiple district strategies such as Kickstart, Transcend, and Summit have provided Ms. Carr and the Hamilton leadership with the support necessary to carefully select her intervention model, design the implementation, and even pilot some elements prior to this application.</p>
<ul style="list-style-type: none"> <li>• The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan.</li> </ul>	See attached Budget Worksheets and Justifications.
<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 Chief of Schools and the Instructional Leadership Director will be responsible for monitoring instructional, academic, and cultural progress via regular visits to the school site and regular communication with the principal. Additionally, reports on the school's progress will be regularly provided during the Chief of School's weekly meetings with the Instructional Leadership Director Team. Both successes and areas of improvement will be reviewed and discussed with the principal in a model of continuous improvement.</p> <p>The Office of Federal Programs and Special Projects will be responsible for monitoring the grant administration for fiscal and programmatic compliance. The grant will be assigned to a Budget Analyst who will assist the Turnaround Officer in managing the budget. Additionally, the Assistant Director of Compliance will establish monthly check-in meetings with the Principal and Turnaround Officer to ensure milestones/timelines are met and all elements of the grant are completed in compliance with federal, state, and local laws and regulations.</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 and/or Focus School to be served.</li> </ul>	The district has already granted Hamilton the flexibility to extend the learning day. As part of a pilot, Ms. Carr has been using Title I funding to extend the school day by 30 minutes for student during the 2016-17 school year. With this funding, she will extend the learning day by a full hour each day for all students.
<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>	TPS will establish a Turnaround Officer at Hamilton ES who will oversee the implementation and insure the fidelity of the transformation model at the school. The district will conduct a thorough search to fill the position with an individual who meets the following qualifications to lead the school in its transformation efforts:

	<p>The Turnaround Officer will serve as the administrative director of the grant, working side by side with the Principal to ensure proper management, evaluation, and instructional improvement of the grant; act as a district, state, and community liaison; provide transformational leadership and coaching to help teachers become more masterful in their craft; help create and manage a safe, supportive, and joyful learning environment where all students are prepared to succeed in college, career, and life and where parents and the community are engaged in partnerships to support student growth and success. Candidates will demonstrate that they are education professionals with leadership records, effective coaching skills, organizational skills, strong interpersonal skills, and a willingness to work closely with district and state administrators as well school leaders and teachers. Further they will make a commitment to shared decision-making based on data, openness to the advice of their colleagues, and sensitivity to the individual needs of the school. They will work with the Principal to coordinate the development, implementation, and continual evaluation of curriculum, instructional programs and support activities to improve student achievement and ensure continual progress to meet or exceed national, state, and local academic standards. They will act as an instructional coach, supporting the professional growth of the teachers. They will use multiple data sources to assess, identify, and apply instructional improvements to positively impact student achievement and growth. They will work actively with the Principal, Instructional Leadership Director, and Chief of Schools to select and implement effective instructional practices. They will oversee the development and implementation of special education and student support programs and services and ensure timely delivery, documentation, and associated reporting.</p> <p>They will support the Principal in creating, managing, and sustaining a safe, supportive, and joyful learning environment; implementing effective social and emotional learning practices; and ensuring effective and appropriate prevention and intervention strategies. They will help ensure that the school conducts empathetic conversations with parents and community members to engage and involve them in decisions regarding student support.</p> <p>Qualifications:</p> <p>Bachelor's degree, experience in instructional leadership, ability to meet relevant city and state certification requirements, experience in an urban education environment preferred, experience analyzing data to facilitate and support decision-making, demonstration of effective teaching and learning practices, excellent planning, goal setting, coordinating, and decision-making skills, ability to facilitate and lead change initiatives and embrace innovation, ability to effectively engage parents and community, experience administrating state or federal grants.</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>TPS will work with the Tulsa Classroom Teachers Association and the leadership in each of the buildings to facilitate extra time and stipends so that each certified staff member is enabled to participate in a minimum of 90 minutes of collaborative planning each week. Hamilton will determine when the planning sessions will be scheduled, but they will be no shorter than 45 minutes to facilitate the time necessary for meaningful analysis, discussion, and problem solving. Attendees will be charged with effectively analyzing multiple sources of data to help identify needs and areas of weakness as well as methods by which to address and intervene in those areas. Meetings may be divided into teams, organized according to the needs of the school (vertically, horizontally, by grade level, by department) so long as their makeup structure is supported by current research and is approved by the Turnaround Officer. The meetings, as designed by the school, will focus on meeting three critical goals: 1) ensuring that all students learn (How will they learn? How will we know they have learned? How will we respond when they have not learned?), 2) ensuring a culture of collaboration amongst all teachers and leaders, and 3) focusing on achieving meaningful results.</p> <p>In order to guarantee that the collaboration meetings are not just a typical staff meeting, but instead are a consequential collaboration of teachers and leaders working together to identify the root cause of deficiencies, strategize a workable strategy, and achieve bold goals of transformation, the Turnaround Officer will work alongside the Principal to train and coach teacher leaders in the expected design and implementation methods of an effective PLC.</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>In addition to the information and qualifications provided above about the Turnaround Officer, this position will meet regularly the Chief of Schools, Instructional Leadership Directors and other executive level staff, including the Chief of Staff and Superintendent, as well as SEA staff.</p>
<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>	<p>TPS is responsible for implementing and enforcing a system of internal controls to protect its assets from loss, theft, or misuse and to ensure that reliable accounting data are available for the timely preparation of financial statements in accordance with GAAP. The internal controls structure is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that the cost of control should not</p>

	<p>exceed the benefits likely to be derived and that the valuation of costs and benefits requires estimates and judgments by management. An evaluation of the internal control structure during the 2015 annual audit disclosed no material weaknesses. The report of the 2016 audit is expected to be released soon.</p> <p>TPS has also implemented budgetary controls that act to ensure compliance with legal appropriation limitations and to provide an operating plan for the District's resources. Preliminary budgets are adopted at the commencement of the fiscal year with periodic amendments approved by the Board of Education. Budgetary control is maintained by fund, project, object and site. These appropriated budgets represent the legally adopted fiscal plan of the district. TPS Board of Education approval is required for budgetary transfers totaling \$50,000 and greater. TPS utilizes an encumbrance system as a budgetary control mechanism.</p>
<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 and/or Focus Schools.</li> </ul>	<p>As part of the Destination Organization planning and design, TPS created the Office of Data Strategy and Analytics to better monitor and assess the performance levels of each of the schools. They collect and analyze all student, teacher, and leader data including student achievement and growth, as well as teacher and leader data including effectiveness. Additionally, TPS created the Office of Design and Innovation who support schools by helping them research and design innovative strategies, interventions, and models for schools. Both of these offices have already been and will continue to be involved with Hamilton in the design and assessment of their transformation plans. Finally, the Office of Federal Programs and Special Projects' Assistant Director of Compliance will work closely with the Turnaround Officer and the Principal to ensure that they meet their milestones/timelines and administer the grant in compliance with federal, state, and local laws and regulations.</p>
<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>	<p>TPS is confident in its plans for long-term sustainability. All major stakeholders have declared their support, both financial and political, for the Destination Excellence strategic plan as well as the transformation efforts at Hamilton. Additionally, Hamilton ES has strategically designed their plan to ensure that the work accomplished during the four years builds up the internal capacity of the school staff to sustain the work long-term. By the end of the grant, all teachers will be highly skilled in utilizing personalized learning strategies as well as being able to teach and coach new teachers in developing those skills. The Principal and the Turnaround Officer will provide much of the professional development themselves, or will access open source resources so that there are no ongoing vendor contract costs. Further, as the district moves toward the development of personalized/blended learning and other innovative practices, the standard professional development</p>

	offerings from the district will be more in line with developing these skills and can be used by new and incoming teachers at Hamilton. The Principal has been piloting most of the strategies with existing funds (such as Title I and II) and will be pursuing a streamlining of existing expenses and additional funding sources to sustain the full implementation after the end of the grant. Even if some specific elements fall away, the core of the transformation work will be ongoing after the grant because this is the direction Hamilton has been moving even prior to awareness of this funding source.
<ul style="list-style-type: none"> <li>The LEA completed the grant application within the timelines set forth in the application.</li> </ul>	See completed application.
<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>	N/A

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

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

### **LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS**

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

- ☐ The LEA does not have a written procedure/policy to recruit, screen, and select external providers.
- ☒ The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

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

- Documentation of research proven history of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Priority Schools and/or Focus Schools and their selected intervention models.
- Data-based evidence of success working with similar populations.

Hamilton will not be purchasing professional development services or contracting with external providers with this funding.

TPS Board Policy 5202 (attached) details the requirement for solicitation of bids for services, materials, supplies, and equipment.

- Less than \$3,000 shall be secured verbally.
- \$3,000 to \$50,000 shall be obtained in written form from the supplier. (Three competitive written, faxed, telephone responses or e-mails are recommended to adequately review markets.)
- \$50,000 and over Shall be secured by formal requests for proposals (RFPs) or sealed bids handled in accordance with specific procedures established by the Director of Materials Management. Must be submitted to the Board for approval before the award is made; however, during emergency situations, the Superintendent may approve items costing above \$50,000.

The district is also working on procedures to more closely evaluate the skills, experience, and long-term effectiveness of external vendors such as professional development providers.

## **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	Hamilton has been using their Title I funds very strategically to pilot or accomplish parts of the overall transformation plan, such as a small pilot of an extension of the learning day. Going forward the Title I funds will continue to be used for programs such as Reading Partners, Teaching Assistants, and Parent Involvement projects. The funds previously used to support the extended learning day will be used for purposes such as additional Teaching Assistants which are much needed to support the transformation work. Expenditure decisions will be made in compliance with strict and purposeful guidelines to provide meaningful professional development that supports Destination Excellence as well as the transformation work.
Title II, Part A	Hamilton will continue to access Title II funding to support its professional development efforts while complying with strict and purposeful guidelines to provide meaningful professional development that supports Destination Excellence as well as the transformation work.
Title III, Part A	Hamilton will continue to access Title III funding to support the needs of a growing ELL population while complying with strict and purposeful guidelines to provide meaningful professional development as well as appropriate materials for



	classroom use.
Title VI, Subpart 1 or 2 of Part B, if applicable	N/A
Other Federal Resources <ul style="list-style-type: none"> <li><i>School Leadership Grant</i></li> </ul>	Hamilton's Assistant Principal participates in the APLE (Assistant Principal Learning Experience) funded by the School Leadership Grant.
State Resources <ul style="list-style-type: none"> <li><i>RSA</i></li> </ul>	RSA funding is used for grades K-3 tutoring costs.
Local Resources <ul style="list-style-type: none"> <li><i>Technology Bond</i></li> <li><i>District Spark Grant</i></li> <li><i>Gift funds</i></li> </ul>	<p>Technology Bond funds have purchased technology, such as Chromebooks, that have allowed Hamilton to go 1:1.</p> <p>A district SPARK grant has and will be used for innovation research and design and development for the transformation work.</p> <p>A gift to Hamilton funds some limited specialized professional development.</p> <p>The district is also securing and pursuing funding to further the work of innovation design, personalized/blended learning, and social and emotional learning. Hamilton will benefit from these district efforts.</p>

## **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.

TPS has already granted Hamilton operational flexibility in the following areas to accommodate their innovative design plans:

- Piloting an Academic Engagement Teacher in place of a traditional classroom teacher.
- Piloting complete departmentalization, operating with grade-level teams rather than the traditional classroom teacher teaching all subjects (Hamilton is the only school in TPS operating this way).
- A unique bell schedule that is not replicated elsewhere in the district with a separate bus schedule.
- Flexible scheduling that allows for 90 minute plan times for teachers, as opposed to 45 minutes for other schools.
- Small pilot of extended learning (as part of this grant, TPS will grant flexibility to expand the pilot).

Hamilton will also pursue and TPS will consider potential policy and practice changes in the following areas:

- Changing parent-teacher conference structures based on Expeditionary Learning practices.
- Exemption from the district-wide uniform policy to create a more comfortable learning environment and more student choice so they are empowered and motivated to learn.
- Exemption from and permission to expand recess schedules to facilitate more free movement, healthier bodies, and healthier minds.

## **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.

TPS is confident in its plans for long-term sustainability. All major stakeholders have declared their support, both financial and political, for the *Destination Excellence* strategic plan as well as the transformation efforts at Hamilton. In 2015, Tulsa Public Schools solicited the input of thousands of stakeholders—teachers, families, students, community members, staff and administrators—and the most current research and thinking on how to ensure excellence in every school. Together, the district captured a bold new vision for public education entitled *Destination Excellence*. The approach is based on the belief that the entire Tulsa Public Schools community must be learners, contributors and designers for its students to be successful. Throughout the 2015-16 and 2016-17 school year, Hamilton has been modeling this strategy to design its own transformation strategy, bringing in teachers, families, and community members to help plan and design the innovations. Additionally, Hamilton has participated in district offered innovation pilots such as Kickstart, Transcend, and Summit that have helped to fund and support the planning process with national expertise. Hamilton ES has strategically designed their plan to ensure that the work accomplished during the four years builds up the internal capacity of the school staff to sustain the work long-term. This work has been incorporated into their school-wide plan. By the end of the grant, all teachers will be highly skilled in utilizing personalized learning strategies as well as being able to teach and coach new teachers in developing those skills, resulting in a strong leadership pipeline. The Principal and the Turnaround Officer will provide much of the professional development themselves, or will access open source resources so that there are no ongoing vendor contract costs. Further, as the district moves toward the development of personalized/blended learning and other innovative practices, the standard professional development offerings from the district will be more in line with developing these skills and can be used by new and incoming teachers at Hamilton. The Principal has been piloting most of the strategies with existing funds (such as Title I and II) and will be pursuing a streamlining of existing expenses and additional funding sources to sustain the full implementation after the end of the grant. Even if some specific elements fall away, the core of the transformation work will be ongoing after the grant because this is the direction Hamilton has been moving even prior to awareness of this funding source.

Finally:

- Written plans for all transitions (funding and staffing) are not yet in place, but they are in the design process.
- Hamilton has a strategic plan for itself, aligned to Destination Excellence, and a process for

evaluating and refining. It uses the Whetstone online platform to plan, track feedback to teachers, and design coaching conversations. Training is underway to train teachers to both use this system and offer coaching experiences to each other.

- The TPS Data Analytics department collects, helps to analyze, and report results of state testing, MAP testing, and value added/student growth measures that the school uses in their data meetings.

### **LEA EFFECTIVE OVERSIGHT**

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

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

TPS will establish a Turnaround Officer at Hamilton ES who will oversee the implementation and insure the fidelity of the transformation model at the school. The district will conduct a thorough search to fill the position with an individual who meets the following qualifications to lead the school in its transformation efforts:

The Turnaround Officer will serve as the administrative director of the grant, working side by side with the Principal to ensure proper management, evaluation, and instructional improvement of the grant; act as a district, state, and community liaison; provide transformational leadership and coaching to help teachers become more masterful in their craft; help create and manage a safe, supportive, and joyful learning environment where all students are prepared to succeed in college, career, and life and where parents and the community are engaged in partnerships to support student growth and success.

Candidates will demonstrate that they are education professionals with leadership records, effective coaching skills, organizational skills, strong interpersonal skills, and a willingness to work closely with district and state administrators as well school leaders and teachers. Further they will make a commitment to shared decision-making based on data, openness to the advice of their colleagues, and sensitivity to the individual needs of the school. They will work with the Principal to coordinate the development, implementation, and continual evaluation of curriculum, instructional programs and support activities to improve student achievement and ensure continual progress to meet or exceed national, state, and local academic standards. They will act as an instructional coach, supporting the professional growth of the teachers. They will use multiple data sources to assess, identify, and apply instructional improvements to positively impact student achievement and growth. They will work actively with the Principal, Instructional Leadership Director, and Chief of Schools to select and implement effective instructional practices. They will oversee the development and implementation of special education and student support programs and services and ensure timely delivery, documentation, and associated reporting.

They will support the Principal in creating, managing, and sustaining a safe, supportive, and joyful learning environment; implementing effective social and emotional learning practices; and ensuring effective and appropriate prevention and intervention strategies. They will help ensure that the school

conducts empathetic conversations with parents and community members to engage and involve them in decisions regarding student support.

**Qualifications:**

Bachelor's degree, experience in instructional leadership, ability to meet relevant city and state certification requirements, experience in an urban education environment preferred, experience analyzing data to facilitate and support decision-making, demonstration of effective teaching and learning practices, excellent planning, goal setting, coordinating, and decision-making skills, ability to facilitate and lead change initiatives and embrace innovation, ability to effectively engage parents and community, experience administering state or federal grants.

In addition to the information and qualifications provided above, the Turnaround Officer, will meet regularly the Chief of Schools, Instructional Leadership Directors and other executive level staff, including the Chief of Staff and Superintendent, as well as SEA staff.

### **LEA IMPLEMENTATION OF EVIDENCED BASED STRATEGIES**

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

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

<i>Action Step</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Resp Person</i>
The Principal is in her second year as leader of Hamilton and was selected for and placed in this position as part of an ongoing transformation process. Per the exception to the requirement for principal replacement for principal within two years of hire in a transformation effort, as well as her demonstrated success in bringing about strong academic gains and improved teacher retention in her first year, the Principal will remain in her position.	Complete				Tera Carr, Principal

<p>TPS and Hamilton use the Tulsa Model for Observation and Evaluation to evaluate all teachers. This model includes the use an observation/evaluation rubric, value added/student growth measures (analyzed and reported from the Value Added Research Center at the Wisconsin Center for Education Research at UW-Madison), and the Tripod Student Survey.</p> <p>Both the Tulsa Model and the Tripod Student Survey were designed and/or selected with significant input from teachers, administrators, and the Tulsa Classroom Teachers Association.</p>	Model Implementation Complete/Use Ongoing	Use Ongoing	Use Ongoing	Use Ongoing	Tera Carr, Principal
<p>The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors. When teachers are ineffective, they are documented through the Tulsa Model, placed on a professional development plan, and if they show no improvement, are ultimately exited.</p>	<p>Reward growth goal baselines set Summer 2017 and each summer going forward</p> <p>Professional growth/leadership/exiting decisions practices already in place/Use Ongoing</p>	<p>Rewards earned and distribut'd Summer 2018 and each summer going forward</p> <p>Use Ongoing</p>	<p>Rewards Ongoing</p> <p>Use Ongoing</p>	<p>Rewards Ongoing</p> <p>Use Ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>High-quality professional development is already highly valued at Hamilton and the school is excited to be afforded the opportunity to supplement what is already available in order to accomplish their ambitious goals.</p> <p>The school will add 10 additional days of professional development (5-day summer institute plus 5 days throughout the school year) that is aligned to becoming masterful in implementing Expeditionary Learning, Blended Learning, and Personalized Learning in the classrooms.</p> <p>They will also add 90 minutes of protected collaboration time each week that may be used for joint data meetings and co-planning time.</p> <p>Already in place are the following elements which will continue through the life of the grant:</p> <ul style="list-style-type: none"> <li>• Monthly whole-school PD supporting subject-specific pedagogy.</li> <li>• Monthly diversity training/culturally relevant planning and teaching.</li> <li>• Bi-monthly coaching conversations for every teacher.</li> <li>• Weekly lesson plan feedback.</li> </ul>	<p>Develop comprehensive plan for adult learning (including 5-day summer institute and 5 days in school year): Spring 2017</p>				<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Site Instructional Leadership Team</p>
	<p>5-day summer: July-August 2017</p>	Ongoing	Ongoing	Ongoing	
	<p>5 days of PD throughout school year: Beginning August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	
	<p>Implement weekly collaboration time: August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	
	<p>Other PD and coaching already in place and ongoing</p>	Ongoing	Ongoing	Ongoing	
<p>The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors.</p> <p>Finally, teachers will be allowed to choose whether they want to participate in the extended learning time, providing them with scheduling flexibility and the opportunity to earn more money.</p> <p>These incentives, along with additional PD, collaboration time, consistent and caring leadership, and seeing the value of their voice in the design process will all contribute to improving high-quality teacher recruitment and retention.</p>	<p>Reward growth goal baselines set Summer 2017 and each summer going forward</p>	Ongoing	Ongoing	Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>
	<p>Rewards earned and distributed Summer 2018 and each summer going forward</p>	Ongoing	Ongoing	Ongoing	
	<p>Professional growth/leadership/exiting decisions practices already in place.</p>	Ongoing	Ongoing	Ongoing	
	<p>Extended learning time planning: Spring 2017</p>	Ongoing	Ongoing	Ongoing	
	<p>Extended learning time implementation: August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	

<p>Data meetings occur weekly with administrators and teachers (divided into grade-level and vertical teams). Teachers will conduct quarterly deep dives to determine how students are progressing toward meeting or exceeding state academic standards. MAP and OCCT results will be broken down into skills by grade.</p> <p>All students will be tracked on a data wall next to other grades to see a comprehensive picture of how the school is performing.</p> <p>Hamilton is already in the implementation of Eureka Math and CKLA (Core Knowledge Language Arts) which are both research-based, vertically aligned, and aligned with Oklahoma State academic standards.</p>	Implementation Complete/Use ongoing	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>
<p>TPS and Hamilton's curriculum is aligned to the Oklahoma Academic Standards. Assessment data, such as MAP test scores, OCCT test scores, classroom tests/quizzes/other artifacts, exit tickets, and other points of assessment evidence are analyzed in weekly data meetings. Quarterly deep data dives are conducted based on benchmark results.</p> <p>MAP tests are currently provided by the district for K-3, but Hamilton will improve its data analysis through the purchase and implementation of MAP tests for its 4-6 grade students. The MAP test can be done on a flexible timeline and is used by Hamilton as a benchmark. It is also predictive of readiness for the ACT, so it helps track student growth and college-career readiness over time.</p> <p>Decisions and course corrections will be made based on this data analysis in a continuous improvement model to ensure that the school meets the needs of the students and families.</p>	<p>Meeting Implementation Complete/Use Ongoing</p> <p>Implementation of MAP tests for Grades 4-6: January 2018 and ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Assistant Principal</p> <p>Site Team Leads</p>
<p>Hamilton will expand its existing pilot of extended learning time to 60 minutes per school day for all students. This extended time will include additional reading time, departmentalization, DEAR (Drop Everything And Read sessions, and RTI (Response To Intervention). Participation in the extended learning schedule will be voluntary for teachers, though those who do participate will be compensated with a stipend. Participation by all teachers will not be required since the time will focus on only one content area, though all teachers, regardless of where they are departmentalized to teach, will be permitted to volunteer.</p>	<p>Extended learning time plan complete: July 2017</p> <p>Pilot expansion implementation: August 2017 and ongoing</p>	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>Hamilton greatly values the input of its students, family, and community members. It began the process of creating this transformation design by interviewing our students to determine their hopes and dreams, what they value, how they like to spend their day, and what they enjoy about school. From this, they developed an ideal graduate profile - the things they will help their students become by the time they leave Hamilton. The school surveyed its parents in October 2016 during parent/teacher conferences and received feedback from over 200 parents on their desired direction of the school. 78% of parents would like to see longer learning days for their students. 98% of parents believe that departmentalization was helping their scholars. Parent meetings are scheduled monthly to quarterly, in addition to regular PTA meetings. Parent/teacher conferences also allow parents to give feedback and receive information. End of year meeting with all families help the school to share and discuss the upcoming changes for the following school year. The school maintains an open door policy for their families to use as questions or concerns arise. These practices of regular meetings and opportunities to share, discuss, and give feedback will be ongoing throughout the life of the grant.</p> <p>Additionally, Hamilton utilizes its SchoolWay App to communicate directly with most parents via their cell phones. It also uses its school website and marquee to convey important information. Currently the school hosts the following engagement events: Danishes with Dudes, Muffins with Madams, "Grands" Day, Literacy Night, Math Night, and parent/teacher conferences. Further, parent volunteers are encouraged.</p> <p>They will also plan for and seek funding to be able to provide their parents with classes for great parenting, how to support student academics, and English language development.</p>	<p>Implementation Complete/Use Ongoing</p> <p>Planning for additional parent classes: Begins January 2018</p>	<p>Use Ongoing</p> <p>Planning for additional parent classes: Begins January 2018</p>	<p>Use Ongoing</p> <p>Implementation of additional parent classes/ Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Parent Facilitator</p>
<p>TPS has already granted Hamilton operational flexibility in the following areas to accommodate their innovative design plans:</p> <ul style="list-style-type: none"> <li>• Piloting an Academic Engagement Teacher in place of a traditional classroom teacher</li> <li>• Piloting complete departmentalization, operating with grade-level teams rather than the traditional classroom teacher teaching all subjects (Hamilton is the only school in TPS operating this way)</li> <li>• A unique bell schedule that is not replicated elsewhere in the district with a separate bus</li> </ul>	<p>Existing flexibility Complete</p> <p>Pursuit of additional flexibility: beginning August 2017</p>	<p>Continued policy change pursuit, as needed</p>	<p>Continued policy change pursuit, as needed</p>	<p>Continued policy change pursuit, as needed</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>



<p>schedule.</p> <ul style="list-style-type: none"> <li>Flexible scheduling that allows for 90 minute plan times for teachers, as opposed to 45 minutes for other schools.</li> <li>Small pilot of extended learning (as part of this grant, TPS will grant flexibility to expand the pilot).</li> </ul> <p>Hamilton will also pursue potential policy and practice changes in the following areas:</p> <ul style="list-style-type: none"> <li>Changing parent-teacher conference structures based on Expeditionary Learning practices.</li> <li>Exemption from the district-wide uniform policy to create a more comfortable learning environment and more student choice so they are empowered and motivated to learn.</li> <li>Exemption from and permission to expand recess schedules to facilitate more free movement, healthier bodies, and healthier minds.</li> </ul>					
<p>Currently, the district provides an Instructional Coach, assigned to a team of schools, who provides PD and coaching based on the needs of the school and district initiatives. The district also provides a Technology Coach, as needed. To supplement this, Hamilton has a highly-effective teacher who, along with the Principal, provides additional intensive technical assistance to those teachers who need it, though this additional work has put a strain on this teacher. In order to alleviate this strain, Hamilton will utilize the position of Turnaround Officer to provide support to the teachers through additional instructional coaching and technical assistance.</p> <p>TPS provides multiple district-wide Teacher Institutes throughout the school year, focusing on district initiatives as well as professional development courses and resources on a wide variety of topics, offered through various delivery methods, including presentations, workshops, online, peer-to-peer, and coaching.</p>	<p>Recruit and Hire Turnaround Officer: July 2017</p> <p>Professional Development Offerings: Ongoing</p>	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Site Team Leaders</p> <p>LEA Professional Development</p>
<p>Expeditionary learning will be implemented for grades PK-3. Expeditionary learning is diving deep into experiences to promote high-level of Bloom's thinking and work. Students learn deeply about a concept, visit or experience a concept, and then debrief the visit through project-based learning. Students create a learning portfolio and lead their own parent/teacher conferences with what they are learning. The high-interest topics encourage students to do the challenging work. In order to plan and implement, the school will use a kickstart design team of five teachers to align learning activities with CKLA curriculum to engage students in meaningful learning experiences and create opportunities for deep knowledge bases.</p>	<p>Training and piloting for engaged teachers: 2017-18 school year</p>	<p>Pilot expansion: 2018-19 school year</p>	<p>Full implementation: 2019-20 school year and ongoing</p>	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>Blended learning will be implemented for grades K-3. Blended learning is leveraging technology to create meaningful learning experiences alongside the curriculum. There are multiple models of blended learning and the K-3 teachers at Hamilton are working to incorporate Chromebooks as a center, or class-wide use of Chrome books while students are pulled into small groups. Students work through programs (such as Zearn, IXL, Epic) to progress through learning standards. The first step of implementation will be to provide meaningful PD for the staff on both the technology platforms and curriculum choices. The school teams will then align the curriculum (Eureka Math, CKLA) to learning modules and backwards plan for the 2017-2018 school year.</p> <p>Personalized learning will be implemented for grades 4-6. Personalized learning is learning that allows student control of the learning time, place, path, and pace. It allows students to spend more time where they need it, while still holding them to a bar of progress. The platform Hamilton is looking at for this for 6<sup>th</sup> grade is Summit and for 4<sup>th</sup> – 5<sup>th</sup> grade is currently Spark. The school will be conducting research on the best methods. Some 4<sup>th</sup> and 5<sup>th</sup> grade teachers are currently experimenting with Google classroom. After the 6<sup>th</sup> grade implementation of Summit, the school will conduct professional development for its 4<sup>th</sup> and 5<sup>th</sup> grade teachers to grow Summit down into those grades as well. The teams will then determine the platform, create the schedule, describe the climate and culture we expect, and align the work to college-ready outcomes for students.</p>					
--	--	--	--	--	--

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

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

N/A

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

**SCHOOL SECTION**

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

<b>School Name:</b> <i>Hamilton Elementary</i> <b>Address:</b> <i>2316 N Norwood Place</i> <i>Tulsa, OK 74115</i>	<b>SIG Site Contact:</b> <i>Tera Carr</i> <b>Name &amp; Position:</b> <i>Principal</i>  <b>Phone#:</b> <i>918-746-9445</i> <b>Email Address:</b> <i>tera.carr@tulsaschools.org</i>
<b>Grade levels enrolled (SY16-17):</b> <i>PK-6</i>	<b>Number of Students Enrolled (SY16-17):</b> <i>540</i>
<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> <input type="checkbox"/> <b>Early Learning</b> <input type="checkbox"/> <b>Evidence-Based, Whole-School Reform</b>	
<b>Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years.</b>	
<b>Year 1: SY 2017-18</b>	\$496,308.66
<b>Year 2: SY 2018-19</b>	\$496,308.66
<b>Year 3: SY 2019-20</b>	\$496,308.66
<b>Year 4: SY 2020-21</b>	\$496,308.66
<b>Total Amount of Funding Requested for this School</b>	\$1,985,234.64

## **SCHOOL NEEDS ASSESSMENT**

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

Ms. Carr was assigned as Principal of Hamilton ES for the 2015-16 as part of a transformation effort. From the beginning, Ms. Carr has been consulting with her teaching staff, parents, and other community members to accurately define the needs of the school and to design an innovative strategy to improve student growth and create a safe, supportive, and joyful school environment. The vision for Hamilton was initially drafted in August 2015 at an open meeting for the entire staff. They visit this vision throughout the course of each year and make changes as needed to ensure it fits the school community. The leadership team meets weekly to engage in a school-wide data process and to follow-up on initiatives. The Principal has also created a school website for staff where all teachers have an opportunity to engage in the interworking of the school. Further, frequent surveys are given to both staff and parents to get feedback on work and seek input. Finally, the Principal engages parents and community members in meetings that occur monthly to quarterly. The implementation plans described herein were developed from the conversations had and comments gathered.

Hamilton and its team of teachers, parents, and community members determined that the transformation model would be most effective for its school community. It is currently working to implement new instructional practices and this model allows for much needed additional time for professional development. They would like to be able to reward teachers for the tremendous growth they can and will have with students in an effort to improve teacher retention rates and a team community and this model specifically requires this. They are currently piloting extended learning time, but need additional funding to expand this model school wide and increase the amount of additional time, which is part of the transformation model. Hamilton believes it takes the whole community to raise children and they are working to ensure their impact reaches beyond the walls of its classrooms. This kind of flexibility and support in order to accomplish the work they've set out for themselves.

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

<b>Student Achievement Data</b> (OCCT, Benchmarks, District Assessments, Report Cards)	<b>Perception Data</b> (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	<b>Demographic Data</b> (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
<i>Scholastic Reading Inventory:</i>  2015-16: 2% advanced, 25% proficient, 36% basic, 37% below basic  Fall 2016: 2% advanced 18% proficient, 34% basic, 46% below basic	<i>Tripod Student Survey (200-400 scale):</i> <i>Hamilton:</i> Care - 320 Challenge - 308 Classroom Management - 310 <i>District (for comparison):</i> Care - 310 Challenge - 312 Classroom Management 304	<i>Chronic Absences:</i>  2015-16: 16.2% 2016-17: 11%

<p><i>MAP (Measures of Academic Progress) Test Scores (% of students meeting growth goals):</i></p> <p>2015-16 Kindergarten: Math - 19%, Reading -17%</p> <p>2015-16 1<sup>st</sup> Grade: Math – 40%, Reading – 13%</p> <p>2015-16 2<sup>nd</sup> Grade: Math – 40%, Reading - 41%</p> <p>2015-16 3<sup>rd</sup> Grade: Math – 35%, Reading – 42%</p>	<p><i>Teacher Perception Survey of Administrator: (Winter 2016 % favorable responses):</i></p> <p>99% - Distributive Leadership 100% - Instructional Leadership 100% - Problem Solving, Conflict Management, and Disciplinary Leadership 97% - Professional Growth 95% - School Community 99% - School Culture &amp; Teaching Conditions 100% - Student Learning and Expectations 99% - Vision &amp; Goal Setting</p>	<p><i>Individualized Education Plan:</i></p> <p>19% of students served on IEP</p>
<p>Please find all state testing data in Tables 1A and 1B below.</p>	<p><i>Parent/Teacher Conference Survey</i></p> <p>Fall 2016: 91% of parents agreed or strongly agreed that they believed Hamilton to be highly impactful for their students. 78% of parents agreed or strongly agreed that the extended learning day was beneficial.</p>	<p>Please see gender, ethnicity, free and reduced lunch, attendance, ELL, behavior, and teacher turnover rate data in Tables 1C-I below.</p>

**Table 1A: Reading -- OCCT Data**

*Number and Percentage of ALL Students at Each Level of Proficiency*

Year	Status	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>2013-2014</b>	<b>ADV</b>	0 / 0%	0 / 0%	1 / 2%	1 / 2%
	<b>SAT</b>	24 / 31%	14 / 23%	13 / 21%	14 / 31%
	<b>LK</b>	11 / 14%	15 / 25%	13 / 21%	5 / 10%
	<b>UNS</b>	43 / 55%	14 / 28%	27 / 42%	11 / 24%
<b>2014-2015</b>	<b>ADV</b>	0 / 0%	0 / 0%	0 / 0%	0 / 0%
	<b>SAT</b>	18 / 21%	15 / 31%	13 / 21%	22 / 45%
	<b>LK</b>	28 / 33%	15 / 31%	20 / 33%	9 / 18%
	<b>UNS</b>	39 / 46%	19 / 39%	28 / 46%	18 / 37%
<b>2015-2016</b>	<b>ADV</b>	1/1%	0/0%	1/2%	0/0%

	<b>SAT</b>	34/44%	18/26%	20/47%	15/33%
	<b>LK</b>	22/29%	19/28%	12/28%	10/22%
	<b>UNS</b>	21/27%	32/46%	10/23%	21/46%

**Table 1B: Math - OCCT Data**

*Number and Percentage of ALL Students at Each Level of Proficiency*

Year	Status	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>2013-2014</b>	<b>ADV</b>	2 / 3%	1 / 2%	1 / 2%	0 / 0%
	<b>SAT</b>	8 / 10%	7 / 11%	10 / 16%	7 / 16%
	<b>LK</b>	21 / 27%	14 / 23%	26 / 41%	11 / 24%
	<b>UNS</b>	48 / 61%	39 / 64%	27 / 42%	11 / 24%
<b>2014-2015</b>	<b>ADV</b>	0 / 0%	0 / 0%	0 / 0%	0 / 0%
	<b>SAT</b>	6 / 7%	14 / 28%	9 / 15%	10 / 20%
	<b>LK</b>	27 / 32%	22 / 44%	15 / 25%	5 / 10%
	<b>UNS</b>	52 / 61%	14 / 28%	37 / 61%	34 / 69%
<b>2015-2016</b>	<b>ADV</b>	3/4%	0/0%	1/2%	1/2%
	<b>SAT</b>	28/36%	14/20%	12/27%	15/33%
	<b>LK</b>	19/24%	29/41%	16/36%	6/13%
	<b>UNS</b>	28/36%	27/39%	15/34%	24/52%

**Table 1C: Student Enrollment by Gender**

Year	Total Enrollment	Number/% Male	Number/% Female
2016-2017	538	294/55%	244/46%
2015-2016	523	275 / 53%	248 / 47%
2014-2015	529	279 / 53%	250 / 47%
2013-2014	564	291 / 52%	273 / 48%

**Table 1D: Student Enrollment by Ethnicity**

Year	Total Enrollment	# Black	# American Indian	# Hispanic	# Asian/ Pacific Islander	# White	# Other
2016-2017	538	70	24	319	2	98	25
2015-2016	523	62	32	291	2	92	44
2014-2015	529	55	40	281	2	100	51

**Table 1E: Students Eligible for Free and Reduced Lunch Program**

Year	Percent of Population
2016-2017	84%
2015-2016	88%
2014-2015	97%
2013-2014	94%

**Table 1F: Student Attendance**

Year	Average Daily Attendance	% Male	% Female
2016-2017	96.01%		
2015-2016	95.85%	95.92%	95.76%
2014-2015	94.84%	94.75%	94.94%
2013-2014	95.71%	95.27%	94.4%

**Table 1G: Students Identified as English Language Learners (ELL)**

Year	Program Enrollment	Percent of Student Population
2016-2017	157	29%
2015-2016	191	37%
2014-2015	215	41%
2013-2014	208	37%

**Table 1H: Student Behavior**

Year	Number of Discipline Referrals	Number of Suspensions	Total Days Out	Average Days Out per Suspension
2015-2016	641	48	1404	29.25
2014-2015	304	50	117	2.34
2013-2014	594	107	745	6.96
2012-2013	6	75	265	3.53

**Table 1I: Teacher Turnover Rate**

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2016-2017	32	4	18%
2015-2016	17	18	51%
2014-2015	26	10	28%
2013-2014	22	19	46%

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

Name	Title	Stakeholder Group
Tera Carr	Principal	Administration
Carrie Melton	Assistant Principal	Administration
Denisha Rose	Parent	Parent
Shaye Adams	SpEd Team Lead	Teacher
Amanda Barnard	ELA Team Lead	Teacher
Summer Breaseke	Math Team Lead	Teacher
Harmony Jones	Culture Team Lead	Teacher
Nancy Riphahn	Specials Team Lead	Teacher
Brenda Clay	Secretary	Support Staff
Liz Stephens	Academic Engagement	Teacher



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

Hamilton ES utilized academic, culture, and school demographic data to compile a complete picture of the school community. This data is collected by the district and the school on a consistent basis and is available to the Principal, as well as the teaching staff in most cases. The teaching staff meets with the Principal during regular data analysis meetings to assess the needs and current state of the school. The team listed above also analyzed this data as both the stakeholder team and as an entire staff. They utilized a data protocol to determine where the school community is and created SMART goals based on student needs. The team also engaged in an innovative design process to dream big which resulted in an implementation design for which they were searching for additional funding sources that matched their design. The opportunity to apply for SIG funding came during this search and is an excellent fit that will help Hamilton meet the needs of every student.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<b>School Profile:</b> Includes student and staff data	Hamilton students have shown significant gains on state test scores, including the doubling and tripling of proficiency rates over two years. There is still work to be done around MAP (Measures of Academic Progress) testing and students meeting growth goals which will lead to higher proficiency rates on the OCCT.  Hamilton has also significantly improved its staff retention from the previous year, and teachers believe their administrators are highly effective.

<p><b>Curriculum:</b> Includes academic expectations, alignment to Oklahoma Academic Standards, and the process to monitor, evaluate and review curriculum</p>	<p>The school implemented Eureka Math in the 2015-16 school year and saw more students meeting their growth goals in math than reading on MAP testing.</p> <p>This year, they are implementing CKLA (Core Knowledge Language Arts) to increase the rigorous instruction in reading curriculum. Additionally, they have partnered with Reading Partners to support struggling students with individual reading instruction.</p> <p>These two curricula were evaluated and reviewed by the district's Curriculum and Instruction office and determined to be well suited for the needs of TPS students. Both are in early years of implementation, but District leadership keeps a regular eye on the academic growth of students as well as monitoring for implementation fidelity through regular site visits.</p> <p>Two areas of weakness on which Hamilton is focusing are interventions and extended learning time. The school is currently developing plans for a more effective way to use extended learning time that fits the new curricula with meaningful interventions.</p>
<p><b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of assessment data</p>	<p>TPS and Hamilton's curriculum is aligned to the Oklahoma Academic Standards. Assessment data, such as MAP test scores, OCCT test scores, classroom tests/quizzes/other artifacts, exit tickets, and other points of assessment evidence are analyzed in weekly data meetings.</p> <p>MAP tests are currently provided by the district for K-3, but Hamilton could improve its data analysis through the purchase and implementation of MAP tests for its 4-6 grade students. The MAP test can be done on a flexible timeline and is used by Hamilton as a benchmark. It is also predictive of readiness for the ACT, so it helps track student growth and college-career readiness over time.</p> <p>Hamilton has struggled to create its own meaningful benchmark assessments as they have been working on implementation of the new curricula over the last two school years. Their plan is to work on the creation of additional benchmarks when the curriculum implementation is more rooted and established.</p>

<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>Instructional practices have improved in terms of offering students complex texts; however, there is a lot of work to do around offering students opportunities to be the driver of their learning, practice in class, and fully leverage the 1:1 Chromebooks. Hamilton is working to design expeditionary learning experiences for grades Pre-K - 3, blended learning plans for grades K-3, and personalized learning for grades 4-6.</p> <p>There is a need for additional training time for the school staff, time to create and implement instructional approaches for next school year.</p>
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>Suspensions and referrals have decreased from the 2014-15 school year to the 2015-16 school year and Hamilton is on track to continue to decrease these numbers. There are currently zero suspensions for the 2016-17 school year as of December 2, 2016.</p> <p>Hamilton believes that all children have the right to an excellent education and in creating empowering environments that promote social justice. It is working to implement No-Nonsense Nurturing, restorative practices, academic engagement, and “opportunity” spaces. Additionally, they have started the work of implementing RULER, an evidence-based approach for integrating social and emotional learning into schools that is supported by the Yale Center for Emotional Intelligence.</p> <p>Hamilton would also like to implement mindfulness practices and is working to send the Principal and some teachers to be trained in the summer of 2017.</p>
<p><b>Student, Family, and Community Support:</b> Includes communication methods, engagement efforts, and parents as partners</p>	<p>Hamilton utilizes its SchoolWay App to communicate directly with most parents via their cell phones. It also uses its school website and marquee to convey important information. Currently the school hosts the following engagement events: Danishes with Dudes, Muffins with Madams, “Grands” Day, Literacy Night, Math Night, and parent/teacher conferences. Further, parent volunteers are encouraged.</p> <p>They would like to be able to provide their parents with classes for great parenting, how to support student academics, and English language development.</p>

<p><b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process</p>	<p>TPS and Hamilton use the Tulsa Model for Observation and Evaluation to evaluate all teachers, and all observations and evaluations are on track.</p> <p>They use the Whetstone online platform to track feedback to teachers and design coaching conversations. Training is underway to train teachers to both use this system and offer coaching experiences to each other.</p> <p>Currently, two site administrators use the Tulsa Model and Whetstone to evaluate 38 teachers. Administrators complete weekly walkthroughs, give lesson plan feedback, coach teachers, and lead data meetings, alongside team lead teachers. Team leads teach all day on top of these tasks and are feeling strained. It is challenging for team leads to execute more than one coaching conversation a month due to their teaching requirements and scheduling. Hamilton has decided that a solution to this problem would be provide an additional staff member who could devote more time to instructional coaching.</p> <p>The Principal and Assistant Principal are in every classroom, every week offering praises to teachers, as well as supporting data meeting outcomes and growths.</p>
---	--

<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision</p>	<p>The vision for Hamilton was initially drafted in August 2015 at an open meeting for the entire staff. They visit this vision throughout the course of each year and make changes as needed to ensure it fits the school community.</p> <p>The leadership team meets weekly to engage in a school-wide data process and to follow-up on initiatives.</p> <p>The Principal has created a school website for staff where all teachers have an opportunity to engage in the interworking of the school.</p> <p>Frequent surveys are given to both staff and parents to get feedback on work and seek input.</p> <p>Policies and procedures are all approved by teachers, while ensuring that they still follow our No-Nonsense Nurturing and social justice expectations.</p>
--	--

<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming</p>	<p>Hamilton currently leverages its Title I budget to fund a small pilot of extended learning time, paying for Reading Partners, and employ 3.5 teaching assistants. RSA supports tutoring for students.</p> <p>The school has departmentalized its K-6 classes to allow for teachers to be experts in their subjects (reading, math, or science/social studies) as well as ensuring more high-quality lesson planning. Teachers currently have 90 minute planning periods 4 days each week, but scheduling conflicts have arisen in balancing this schedule with the extended learning time pilot since only 2/3 of the teaching staff teach during extended learning.</p> <p>They have a comprehensive plan for interviewing and onboarding new staff members, which begins with a sample teaching session and a coaching conversation. The Principal attends career fairs, presents at weekend events, and leverages connections to build relationships with potential candidates.</p> <p>Hamilton does not have a strong comprehensive plan for teacher retention in terms of monetary rewards. It would like to implement a system of rewards for teachers whose students meet their goals in terms of academic achievement and growth.</p>
<p><b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>The school's administrative team meets weekly to review school-wide data and to ensure their plans align to their goals.</p> <p>They utilize monthly staff meetings to review data, such as culture walkthrough data, and to determine next steps. This helps to create ownership as well as engaging with fresh ideas.</p> <p>Hamilton measures its effectiveness based on student academic and behavior performance. It would like to develop a method for evaluating student performance using more qualitative data and being able to compare results beyond itself and the district.</p>

## **SCHOOL IDENTIFICATION OF INTERVENTION MODEL**

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

Hamilton and its team of teachers, parents, and community members determined that the transformation model would be most effective for its school community. It is currently working to implement new instructional practices and this model allows for much needed additional time for professional development. They would like to be able to reward teachers for the tremendous growth they can and will have with students in an effort to improve teacher retention rates and a team community and this model specifically requires this. They are currently piloting extended learning time, but need additional funding to expand this model school wide and increase the amount of additional time, which is part of the transformation model. Hamilton believes it takes the whole community to raise children and they are working to ensure their impact reaches beyond the walls of its classrooms. This kind of flexibility and support in order to accomplish the work they've set out for themselves.

## **SCHOOL SMART GOALS**

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

SMART Reading/Language Arts Goals	
Goal for 2017-2018:	Increase students who meet MAP growth goal by 10% over previous year, grades K-3.
	Increase OCCT pass rate by 10% over previous year for grades 4-6.
Goal for 2018-2019:	Increase students who meet MAP growth goal by 10% over previous year, or 80% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.
Goal for 2019-2020:	Increase students who meet MAP growth goal by 10% over previous year, or 83% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.
Goal for 2020-2021:	Increase students who meet MAP growth goal by 8% over previous year, or 83% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.

Rationale: Hamilton selected the MAP assessment due to its alignment with ACT, its predictive ability for ACT and college readiness, and its availability for all grades K-6. The OCCT was selected as it indicates how the students are progressing toward state standards. Baseline data for MAP scores are available for grades K-3. They will develop baseline MAP data in year 1 of the grant. OCCT baseline data is available for grades 3-6. If the school reaches its 80% growth goal early in the life of the grant, they will revise their goals higher in subsequent years.

SMART Mathematics Goals	
Goal for 2017-2018:	Increase students who meet MAP growth goal by 10% over previous year, grades K-3.
	Increase OCCT pass rate by 10% over previous year for grades 3-6.
Goal for 2018-2019:	Increase students who meet MAP growth goal by 10% over previous year, or 80% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.
Goal for 2019-2020:	Increase students who meet MAP growth goal by 10% over previous year, or 83% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.
Goal for 2020-2021:	Increase students who meet MAP growth goal by 8% over previous year, or 83% of student population, grades K-6.
	Increase OCCT pass rate by 10% over previous year, or to 80% proficiency/advanced, for grades 3-6.
<p>Rationale: Hamilton selected the MAP assessment due to its alignment with ACT, its predictive ability for ACT and college readiness, and its availability for all grades K-6. The OCCT was selected as it indicates how the students are progressing toward state standards. Baseline data for MAP scores are available for grades K-3. They will develop baseline MAP data in year 1 of the grant. OCCT baseline data is available for grades 3-6. If the school reaches its 80% growth goal early in the life of the grant, they will revise their goals higher in subsequent years.</p>	

SMART Graduation Rate Goals
Goal for 2017-2018: N/A
Goal for 2018-2019: N/A
Goal for 2019-2020: N/A
Goal for 2020-2021: N/A
Rationale:



## **INTEGRATION OF SERVICES**

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

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	Hamilton has been using their Title I funds very strategically to pilot or accomplish parts of the overall transformation plan, such as a small pilot of an extension of the learning day. Going forward the Title I funds will continue to be used for programs such as Reading Partners, 3.5 Teaching Assistants, and Parent Involvement projects. The funds previously used to support the extended learning day will be used for purposes such as additional Teaching Assistants which are much needed to support the transformation work. Expenditure decisions will be made in compliance with strict and purposeful guidelines to provide meaningful professional development that supports Destination Excellence as well as the transformation work.
Title II, Part A	Hamilton will continue to access Title II funding to support its professional development efforts while complying with strict and purposeful guidelines to provide meaningful professional development that supports Destination Excellence as well as the transformation work.
Title III, Part A	Hamilton will continue to access Title III funding to support the needs of a growing ELL population while complying with strict and purposeful guidelines to provide meaningful professional development as well as appropriate materials for classroom use.
Title VI, Subpart 1 or 2 of Part B, if applicable	N/A
Other Federal Resources <input type="checkbox"/> <i>School Leadership Grant.</i>	The Assistant Principal participates in the APLE (Assistant Principal Learning Experience) program funded by the USDE's School Leadership Grant.

<b>State Resources:</b> <input type="checkbox"/> <i>RSA</i>	RSA funding is used for grades K-3 tutoring costs.
<b>Local Resources:</b> <input type="checkbox"/> <i>Technology Bond</i> <input type="checkbox"/> <i>District SPARK Grant</i> <input type="checkbox"/> <i>Gift funds</i>	<p>Technology Bond funds have purchased technology, such as Chromebooks, that have allowed Hamilton to go 1:1.</p> <p>A district SPARK grant has and will be used for innovation research and design and development for the transformation work.</p> <p>A gift to Hamilton funds some limited specialized professional development.</p> <p>The district is also securing and pursuing funding to further the work of innovation design, personalized/blended learning, and social and emotional learning. Hamilton will benefit from these district efforts.</p>

### **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.

TPS has already granted Hamilton operational flexibility in the following areas to accommodate their innovative design plans:

- Piloting an Academic Engagement Teacher in place of a traditional classroom teacher
- Piloting complete departmentalization, operating with grade-level teams rather than the traditional classroom teacher teaching all subjects (Hamilton is the only school in TPS operating this way)
- A unique bell schedule that is not replicated elsewhere in the district with a separate bus schedule.
- Flexible scheduling that allows for 90 minute plan times for teachers, as opposed to 45 minutes for other schools.
- Small pilot of extended learning (as part of this grant, TPS will grant flexibility to expand the pilot).

Hamilton will also pursue potential policy and practice changes in the following areas:

- Changing parent-teacher conference structures based on Expeditionary Learning practices.
- Exemption from the district-wide uniform policy to create a more comfortable learning environment and more student choice so they are empowered and motivated to learn.
- Exemption from and permission to expand recess schedules to facilitate more free movement, healthier bodies, and healthier minds.

## **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 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.

Hamilton has participated in district offered innovation pilots such as Kickstart, Transcend, and Summit that have helped to fund and support the planning process with national expertise. Hamilton ES has strategically designed their plan to ensure that the work accomplished during the four years builds up the internal capacity of the school staff to sustain the work long-term. This work has been incorporated into their school-wide plan. By the end of the grant, all teachers will be highly skilled in utilizing personalized learning strategies as well as being able to teach and coach new teachers in developing those skills, resulting in a strong leadership pipeline. The Principal and the Turnaround Officer will provide much of the professional development themselves, or will access open source resources so that there are no ongoing vendor contract costs. Further, as the district moves toward the development of personalized/blended learning and other innovative practices, the standard professional development offerings from the district will be more in line with developing these skills and can be used by new and incoming teachers at Hamilton. The Principal has been piloting most of the strategies with existing funds (such as Title I and II) and will be pursuing a streamlining of existing expenses and additional funding sources to sustain the full implementation after the end of the grant. Even if some specific elements fall away, the core of the transformation work will be ongoing after the grant because this is the direction Hamilton has been moving even prior to awareness of this funding source.

Additionally:

- Written plans for all transitions (funding and staffing) are not yet in place, but they are in the design process.
- Hamilton has a strategic plan for itself, aligned to Destination Excellence, and a process for evaluating and refining. It uses the Whetstone online platform to plan, track feedback to teachers, and design coaching conversations. Training is underway to train teachers to both use this system and offer coaching experiences to each other.
- The TPS Data Analytics department collects, helps to analyze, and reports results of state testing, MAP testing, and value added/student growth measures that the school uses in their data meetings.

## **SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY**

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

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

Hamilton began the process of creating this transformation design by interviewing our students to determine their hopes and dreams, what they value, how they like to spend their day, and what they enjoy about school. From this, they developed an ideal graduate profile - the things they will help their students become by the time they leave Hamilton. A design team then created a storyboard of what a learning experience could look like for students in Pre-K, K-3, and 4-6. They then chose pathways that will help them to achieve the aims they are seeking. There are currently two teams of five teachers/staff that are working to design the details for the goals. The school surveyed its parents in October 2016 during parent/teacher conferences and received feedback from over 200 parents on their desired direction of the school. 78% of parents would like to see longer learning days for their students. 98% of parents believe that departmentalization was helping their scholars. Parent meetings are scheduled for December, January, and March, as well as another round of parent/teacher conferences during which they will both give feedback and receive information. They also hold an end of year meeting with all families to share and discuss the upcoming changes for the following school year. They maintain an open door policy for their families to use as questions or concerns arise. These practices of regular meetings and opportunities to share, discuss, and give feedback will be ongoing throughout the life of the grant.

## **SCHOOL ACTION PLAN**

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

<i>Action Step</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Resp Person</i>
The Principal is in her second year as leader of Hamilton and was selected for and placed in this position as part of an ongoing transformation process. Per the exception to the requirement for principal replacement for principal within two years of hire in a transformation effort, as well as her demonstrated success in bringing about strong academic gains and improved teacher retention in her first year, the Principal will remain in her position.	Complete				Tera Carr, Principal

<p>TPS and Hamilton use the Tulsa Model for Observation and Evaluation to evaluate all teachers. This model includes the use an observation/evaluation rubric, value added/student growth measures (analyzed and reported from the Value Added Research Center at the Wisconsin Center for Education Research at UW-Madison), and the Tripod Student Survey.</p> <p>Both the Tulsa Model and the Tripod Student Survey were designed and/or selected with significant input from teachers, administrators, and the Tulsa Classroom Teachers Association.</p>	Model Implementation Complete/Use Ongoing	Use Ongoing	Use Ongoing	Use Ongoing	Tera Carr, Principal
<p>The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors. When teachers are ineffective, they are documented through the Tulsa Model, placed on a professional development plan, and if they show no improvement, are ultimately exited.</p>	<p>Reward growth goal baselines set Summer 2017 and each summer going forward</p> <p>Professional growth/leadership/exiting decisions practices already in place/Use Ongoing</p>	<p>Rewards earned and distribut'd Summer 2018 and each summer going forward</p> <p>Use Ongoing</p>	<p>Rewards Ongoing</p> <p>Use Ongoing</p>	<p>Rewards Ongoing</p> <p>Use Ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>High-quality professional development is already highly valued at Hamilton and the school is excited to be afforded the opportunity to supplement what is already available in order to accomplish their ambitious goals.</p> <p>The school will add 10 additional days of professional development (5-day summer institute plus 5 days throughout the school year) that is aligned to becoming masterful in implementing Expeditionary Learning, Blended Learning, and Personalized Learning in the classrooms.</p> <p>They will also add 90 minutes of protected collaboration time each week that may be used for joint data meetings and co-planning time.</p> <p>Already in place are the following elements which will continue through the life of the grant:</p> <ul style="list-style-type: none"> <li>• Monthly whole-school PD supporting subject-specific pedagogy.</li> <li>• Monthly diversity training/culturally relevant planning and teaching.</li> <li>• Bi-monthly coaching conversations for every teacher.</li> <li>• Weekly lesson plan feedback.</li> </ul>	<p>Develop comprehensive plan for adult learning (including 5-day summer institute and 5 days in school year): Spring 2017</p>				<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Site Instructional Leadership Team</p>
	<p>5-day summer: July-August 2017</p>	Ongoing	Ongoing	Ongoing	
	<p>5 days of PD throughout school year: Beginning August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	
	<p>Implement weekly collaboration time: August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	
	<p>Other PD and coaching already in place and ongoing</p>	Ongoing	Ongoing	Ongoing	
<p>The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors.</p> <p>Finally, teachers will be allowed to choose whether they want to participate in the extended learning time, providing them with scheduling flexibility and the opportunity to earn more money.</p> <p>These incentives, along with additional PD, collaboration time, consistent and caring leadership, and seeing the value of their voice in the design process will all contribute to improving high-quality teacher recruitment and retention.</p>	<p>Reward growth goal baselines set Summer 2017 and each summer going forward</p>	Ongoing	Ongoing	Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>
	<p>Rewards earned and distributed Summer 2018 and each summer going forward</p>	Ongoing	Ongoing	Ongoing	
	<p>Professional growth/leadership/exiting decisions practices already in place.</p>	Ongoing	Ongoing	Ongoing	
	<p>Extended learning time planning: Spring 2017</p>	Ongoing	Ongoing	Ongoing	
	<p>Extended learning time implementation: August 2017 and ongoing</p>	Ongoing	Ongoing	Ongoing	

<p>Data meetings occur weekly with administrators and teachers (divided into grade-level and vertical teams). Teachers will conduct quarterly deep dives to determine how students are progressing toward meeting or exceeding state academic standards. MAP and OCCT results will be broken down into skills by grade.</p> <p>All students will be tracked on a data wall next to other grades to see a comprehensive picture of how the school is performing.</p> <p>Hamilton is already in the implementation of Eureka Math and CKLA (Core Knowledge Language Arts) which are both research-based, vertically aligned, and aligned with Oklahoma State academic standards.</p>	Implementation Complete/Use ongoing	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>
<p>TPS and Hamilton's curriculum is aligned to the Oklahoma Academic Standards. Assessment data, such as MAP test scores, OCCT test scores, classroom tests/quizzes/other artifacts, exit tickets, and other points of assessment evidence are analyzed in weekly data meetings. Quarterly deep data dives are conducted based on benchmark results.</p> <p>MAP tests are currently provided by the district for K-3, but Hamilton will improve its data analysis through the purchase and implementation of MAP tests for its 4-6 grade students. The MAP test can be done on a flexible timeline and is used by Hamilton as a benchmark. It is also predictive of readiness for the ACT, so it helps track student growth and college-career readiness over time.</p> <p>Decisions and course corrections will be made based on this data analysis in a continuous improvement model to ensure that the school meets the needs of the students and families.</p>	<p>Meeting Implementation Complete/Use Ongoing</p> <p>Implementation of MAP tests for Grades 4-6: January 2018 and ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Assistant Principal</p> <p>Site Team Leads</p>
<p>Hamilton will expand its existing pilot of extended learning time to 60 minutes per school day for all students. This extended time will include additional reading time, departmentalization, DEAR (Drop Everything And Read sessions, and RTI (Response To Intervention). Participation in the extended learning schedule will be voluntary for teachers, though those who do participate will be compensated with a stipend. Participation by all teachers will not be required since the time will focus on only one content area, though all teachers, regardless of where they are departmentalized to teach, will be permitted to volunteer.</p>	<p>Extended learning time plan complete: July 2017</p> <p>Pilot expansion implementation: August 2017 and ongoing</p>	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>Hamilton greatly values the input of its students, family, and community members. It began the process of creating this transformation design by interviewing our students to determine their hopes and dreams, what they value, how they like to spend their day, and what they enjoy about school. From this, they developed an ideal graduate profile - the things they will help their students become by the time they leave Hamilton. The school surveyed its parents in October 2016 during parent/teacher conferences and received feedback from over 200 parents on their desired direction of the school. 78% of parents would like to see longer learning days for their students. 98% of parents believe that departmentalization was helping their scholars. Parent meetings are scheduled monthly to quarterly, in addition to regular PTA meetings. Parent/teacher conferences also allow parents to give feedback and receive information. End of year meeting with all families help the school to share and discuss the upcoming changes for the following school year. The school maintains an open door policy for their families to use as questions or concerns arise. These practices of regular meetings and opportunities to share, discuss, and give feedback will be ongoing throughout the life of the grant.</p> <p>Additionally, Hamilton utilizes its SchoolWay App to communicate directly with most parents via their cell phones. It also uses its school website and marquee to convey important information. Currently the school hosts the following engagement events: Danishes with Dudes, Muffins with Madams, "Grands" Day, Literacy Night, Math Night, and parent/teacher conferences. Further, parent volunteers are encouraged.</p> <p>They will also plan for and seek funding to be able to provide their parents with classes for great parenting, how to support student academics, and English language development.</p>	<p>Implementation Complete/Use Ongoing</p> <p>Planning for additional parent classes: Begins January 2018</p>	<p>Use Ongoing</p> <p>Planning for additional parent classes: Begins January 2018</p>	<p>Use Ongoing</p> <p>Implementation of additional parent classes/ Use Ongoing</p>	<p>Use Ongoing</p> <p>Use Ongoing</p>	<p>Parent Facilitator</p>
<p>TPS has already granted Hamilton operational flexibility in the following areas to accommodate their innovative design plans:</p> <ul style="list-style-type: none"> <li>• Piloting an Academic Engagement Teacher in place of a traditional classroom teacher</li> <li>• Piloting complete departmentalization, operating with grade-level teams rather than the traditional classroom teacher teaching all subjects (Hamilton is the only school in TPS operating this way)</li> <li>• A unique bell schedule that is not replicated elsewhere in the district with a separate bus</li> </ul>	<p>Existing flexibility Complete</p> <p>Pursuit of additional flexibility: beginning August 2017</p>	<p>Continued policy change pursuit, as needed</p>	<p>Continued policy change pursuit, as needed</p>	<p>Continued policy change pursuit, as needed</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>



<p>schedule.</p> <ul style="list-style-type: none"> <li>Flexible scheduling that allows for 90 minute plan times for teachers, as opposed to 45 minutes for other schools.</li> <li>Small pilot of extended learning (as part of this grant, TPS will grant flexibility to expand the pilot).</li> </ul> <p>Hamilton will also pursue potential policy and practice changes in the following areas:</p> <ul style="list-style-type: none"> <li>Changing parent-teacher conference structures based on Expeditionary Learning practices.</li> <li>Exemption from the district-wide uniform policy to create a more comfortable learning environment and more student choice so they are empowered and motivated to learn.</li> <li>Exemption from and permission to expand recess schedules to facilitate more free movement, healthier bodies, and healthier minds.</li> </ul>					
<p>Currently, the district provides an Instructional Coach, assigned to a team of schools, who provides PD and coaching based on the needs of the school and district initiatives. The district also provides a Technology Coach, as needed. To supplement this, Hamilton has a highly-effective teacher who, along with the Principal, provides additional intensive technical assistance to those teachers who need it, though this additional work has put a strain on this teacher. In order to alleviate this strain, Hamilton will utilize the position of Turnaround Officer to provide support to the teachers through additional instructional coaching and technical assistance.</p> <p>TPS provides multiple district-wide Teacher Institutes throughout the school year, focusing on district initiatives as well as professional development courses and resources on a wide variety of topics, offered through various delivery methods, including presentations, workshops, online, peer-to-peer, and coaching.</p>	<p>Recruit and Hire Turnaround Officer: July 2017</p> <p>Professional Development Offerings: Ongoing</p>	Use Ongoing	Use Ongoing	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Site Team Leaders</p> <p>LEA Professional Development</p>
<p>Expeditionary learning will be implemented for grades PK-3. Expeditionary learning is diving deep into experiences to promote high-level of Bloom's thinking and work. Students learn deeply about a concept, visit or experience a concept, and then debrief the visit through project-based learning. Students create a learning portfolio and lead their own parent/teacher conferences with what they are learning. The high-interest topics encourage students to do the challenging work. In order to plan and implement, the school will use a kickstart design team of five teachers to align learning activities with CKLA curriculum to engage students in meaningful learning experiences and create opportunities for deep knowledge bases.</p>	<p>Training and piloting for engaged teachers: 2017-18 school year</p>	<p>Pilot expansion: 2018-19 school year</p>	<p>Full implementation: 2019-20 school year and ongoing</p>	Use Ongoing	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

<p>Blended learning will be implemented for grades K-3. Blended learning is leveraging technology to create meaningful learning experiences alongside the curriculum. There are multiple models of blended learning and the K-3 teachers at Hamilton are working to incorporate Chromebooks as a center, or class-wide use of Chrome books while students are pulled into small groups. Students work through programs (such as Zearn, IXL, Epic) to progress through learning standards. The first step of implementation will be to provide meaningful PD for the staff on both the technology platforms and curriculum choices. The school teams will then align the curriculum (Eureka Math, CKLA) to learning modules and backwards plan for the 2017-2018 school year.</p> <p>Personalized learning will be implemented for grades 4-6. Personalized learning is learning that allows student control of the learning time, place, path, and pace. It allows students to spend more time where they need it, while still holding them to a bar of progress. The platform Hamilton is looking at for this for 6<sup>th</sup> grade is Summit and for 4<sup>th</sup> – 5<sup>th</sup> grade is currently Spark. The school will be conducting research on the best methods. Some 4<sup>th</sup> and 5<sup>th</sup> grade teachers are currently experimenting with Google classroom. After the 6<sup>th</sup> grade implementation of Summit, the school will conduct professional development for its 4<sup>th</sup> and 5<sup>th</sup> grade teachers to grow Summit down into those grades as well. The teams will then determine the platform, create the schedule, describe the climate and culture we expect, and align the work to college-ready outcomes for students.</p>					
--	--	--	--	--	--

<b>Name of School: Hamilton Elementary</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>  <b>(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.	The Principal is in her second year as leader of Hamilton and was selected for and placed in this position as part of an ongoing transformation process. Per the exception to the requirement for principal replacement for principal within two years of hire in a transformation effort, as well as her demonstrated success in bringing about strong academic gains and improved teacher retention in her first year, the Principal will remain in her position.	Complete	Tera Carr, Principal

Name of School: Hamilton Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>TPS and Hamilton use the Tulsa Model for Observation and Evaluation to evaluate all teachers. This model includes the use an observation/evaluation rubric, value added/student growth measures (analyzed and reported from the Value Added Research Center at the Wisconsin Center for Education Research at UW-Madison), and the Tripod Student Survey.</p> <p>Both the Tulsa Model and the Tripod Student Survey were designed and/or selected with significant input from teachers, administrators, and the Tulsa Classroom Teachers Association.</p>	<p>Model Implementation Complete/Use In Progress</p>	<p>Tera Carr, Principal</p>

Name of School: Hamilton Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors. When teachers are ineffective, they are documented through the Tulsa Model, placed on a professional development plan, and if they show no improvement, are ultimately exited.</p>	<p>Reward growth goal baselines set Summer 2017 and each summer going forward</p> <p>Rewards earned and distributed Summer 2018 and each summer going forward</p> <p>Professional growth/leadership/exiting decisions practices already in place.</p>	Tera Carr, Principal Turnaround Officer

Name of School: Hamilton Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
4. Provide staff with ongoing, high-quality, job-embedded professional development ( <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>High-quality professional development is already highly valued at Hamilton and the school is excited to be afforded the opportunity to supplement what is already available in order to accomplish their ambitious goals.</p> <p>The school will add 10 additional days of professional development (5-day summer institute plus 5 days throughout the school year) that is aligned to becoming masterful in implementing Expeditionary Learning, Blended Learning, and Personalized Learning in the classrooms.</p> <p>They will also add 90 minutes of protected collaboration time each week that may be used for joint data meetings and co-planning time.</p> <p>Already in place are the following elements which will continue through the life of the grant:</p> <ul style="list-style-type: none"> <li>• Monthly whole-school PD supporting subject-specific pedagogy.</li> <li>• Monthly diversity training/culturally relevant planning and teaching.</li> <li>• Bi-monthly coaching conversations for every teacher.</li> <li>• Weekly lesson plan feedback.</li> </ul>	<p>Develop comprehensive plan for adult learning (including 5-day summer institute and 5 days in school year): Spring 2017</p> <p>5-day summer: July-August 2017</p> <p>5 days of PD throughout school year: Beginning August 2017 and ongoing</p> <p>Implement weekly collaboration time: August 2017 and ongoing</p> <p>Other PD already in place and ongoing</p>	Tera Carr, Principal Turnaround Officer Site Instructional Leadership Team
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible	The school will establish a system of monetary rewards (up to \$2,500 per certified personnel) that are earned when the school meets or exceeds its growth goals. There are four growth goals per year (2 each for reading and math) and each	Reward growth goal baselines set Summer 2017 and each summer going	Tera Carr, Principal Turnaround Officer

Name of School: Hamilton Elementary			
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)
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>will be worth 25% of the total reward. For example, if the school meets 2 of the 4 growth goals, each certified personnel will receive 50% of the \$2,500 available. If the school meets all 4 of its growth goals, the certified personnel will receive 100% of the \$2,500 available.</p> <p>Additionally, there is already in place a system where when a teacher is demonstrated to be highly effective, they are selected to be on the leadership team and provided with additional professional development opportunities. When teachers are still growing, they can still earn leadership by being new teacher mentors.</p> <p>Finally, teachers will be allowed to choose whether they want to participate in the extended learning time, providing them with scheduling flexibility and the opportunity to earn more money.</p> <p>These incentives, along with additional PD, collaboration time, consistent and caring leadership, and seeing the value of their voice in the design process will all contribute to improving high-quality teacher recruitment and retention.</p>	<p>forward Rewards earned and distributed Summer 2018 and each summer going forward</p> <p>Professional growth/leadership/exiting decisions practices already in place.</p> <p>Extended learning time planning: Spring 2017</p> <p>Extended learning time implementation: August 2017 and ongoing</p>	

Name of School: Hamilton Elementary			
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)
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>Data meetings occur weekly with administrators and teachers (divided into grade-level and vertical teams). Teachers will conduct quarterly deep dives to determine how students are progressing toward meeting or exceeding state academic standards. MAP and OCCT results will be broken down into skills by grade.</p> <p>All students will be tracked on a data wall next to other grades to see a comprehensive picture of how the school is performing.</p> <p>Hamilton is already in the implementation of Eureka Math and CKLA (Core Knowledge Language Arts) which are both research-based, vertically aligned, and aligned with Oklahoma State academic standards.</p>	Implementation Complete/Use ongoing	Tera Carr, Principal Turnaround Officer
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>TPS and Hamilton’s curriculum is aligned to the Oklahoma Academic Standards. Assessment data, such as MAP test scores, OCCT test scores, classroom tests/quizzes/other artifacts, exit tickets, and other points of assessment evidence are analyzed in weekly data meetings. Quarterly deep data dives are conducted based on benchmark results.</p> <p>MAP tests are currently provided by the district for K-3, but Hamilton will improve its data analysis through the purchase and implementation of MAP tests for its 4-6 grade students. The MAP test can be done on a flexible timeline and is used by Hamilton as a benchmark. It is also predictive of readiness for the ACT, so it helps track student growth and college-career readiness over time.</p> <p>Decisions and course corrections will be made based on this</p>	<p>Meeting Implementation Complete/Use Ongoing</p> <p>Implementation of MAP tests for Grades 4-6: January 2018 and ongoing</p>	<p>Tera Carr, Principal Turnaround Officer Assistant Principal Site Team Leads</p>



<b>Name of School: Hamilton Elementary</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>
	data analysis in a continuous improvement model to ensure that the school meets the needs of the students and families.		
8. Establish schedules and implement strategies that provide increased learning time.	Hamilton will expand its existing pilot of extended learning time to 60 minutes per school day for all students. This extended time will include additional reading time, departmentalization, DEAR (Drop Everything And Read sessions, and RTI (Response To Intervention). Participation in the extended learning schedule will be voluntary for teachers, though those who do participate will be compensated with a stipend. Participation by all teachers will not be required since the time will focus on only one content area, though all teachers, regardless of where they are departmentalized to teach, will be permitted to volunteer.	Extended learning time plan complete: July 2017  Pilot expansion implementation: August 2017 and ongoing	Tera Carr, Principal Turnaround Officer

Name of School: Hamilton Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
9. Provide ongoing mechanisms for family and community engagement.	<p>Hamilton greatly values the input of its students, family, and community members. It began the process of creating this transformation design by interviewing our students to determine their hopes and dreams, what they value, how they like to spend their day, and what they enjoy about school. From this, they developed an ideal graduate profile - the things they will help their students become by the time they leave Hamilton. The school surveyed its parents in October 2016 during parent/teacher conferences and received feedback from over 200 parents on their desired direction of the school. 78% of parents would like to see longer learning days for their students. 98% of parents believe that departmentalization was helping their scholars. Parent meetings are scheduled monthly to quarterly, in addition to regular PTA meetings. Parent/teacher conferences also allow parents to give feedback and receive information. End of year meeting with all families help the school to share and discuss the upcoming changes for the following school year. The school maintains an open door policy for their families to use as questions or concerns arise. These practices of regular meetings and opportunities to share, discuss, and give feedback will be ongoing throughout the life of the grant.</p> <p>Additionally, Hamilton utilizes its SchoolWay App to communicate directly with most parents via their cell phones. It also uses its school website and marquee to convey important information. Currently the school hosts the following engagement events: Danishes with Dudes, Muffins with Madams, "Grands" Day, Literacy Night, Math Night, and parent/teacher conferences. Further, parent volunteers are</p>	<p>Implementation Complete/Use Ongoing</p> <p>Planning for additional parent classes: Begins January 2018</p>	Whitney Pingleton, Parent Facilitator

Name of School: Hamilton Elementary			
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>encouraged.</p> <p>They will also plan for and seek funding to be able to provide their parents with classes for great parenting, how to support student academics, and English language development.</p>		
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<p>TPS has already granted Hamilton operational flexibility in the following areas to accommodate their innovative design plans:</p> <ul style="list-style-type: none"> <li>• Piloting an Academic Engagement Teacher in place of a traditional classroom teacher</li> <li>• Piloting complete departmentalization, operating with grade-level teams rather than the traditional classroom teacher teaching all subjects (Hamilton is the only school in TPS operating this way)</li> <li>• A unique bell schedule that is not replicated elsewhere in the district with a separate bus schedule.</li> <li>• Flexible scheduling that allows for 90 minute plan times for teachers, as opposed to 45 minutes for other schools.</li> <li>• Small pilot of extended learning (as part of this grant,</li> </ul>	<p>Existing flexibility Complete</p> <p>Pursuit of additional flexibility: beginning August 2017</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

Name of School: Hamilton Elementary			
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>TPS will grant flexibility to expand the pilot). Hamilton will also pursue potential policy and practice changes in the following areas:</p> <ul style="list-style-type: none"> <li>• Changing parent-teacher conference structures based on Expeditionary Learning practices.</li> <li>• Exemption from the district-wide uniform policy to create a more comfortable learning environment and more student choice so they are empowered and motivated to learn.</li> <li>• Exemption from and permission to expand recess schedules to facilitate more free movement, healthier bodies, and healthier minds.</li> </ul>		
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>Currently, the district provides an Instructional Coach, assigned to a team of schools, who provides PD and coaching based on the needs of the school and district initiatives. The district also provides a Technology Coach, as needed. To supplement this, Hamilton has a highly-effective teacher who, along with the Principal, provides additional intensive technical assistance to those teachers who need it, though this additional work has put a strain on this teacher. In order to alleviate this strain, Hamilton will utilize the position of Turnaround Officer to provide support to the teachers through additional instructional coaching and technical assistance.</p> <p>TPS provides multiple district-wide Teacher Institutes throughout the school year, focusing on district initiatives as well as professional development courses and resources on a wide variety of topics, offered through various delivery methods, including presentations, workshops, online, peer-to-</p>	<p>Recruit and Hire Turnaround Officer: July 2017</p> <p>Professional Development Offerings: Ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p> <p>Site Team Leaders</p> <p>LEA Professional Development</p>

Name of School: Hamilton Elementary			
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)
	peer, and coaching.		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	<p>Expeditionary learning will be implemented for grades PK-3. Expeditionary learning is diving deep into experiences to promote high-level of Bloom's thinking and work. Students learn deeply about a concept, visit or experience a concept, and then debrief the visit through project-based learning. Students create a learning portfolio and lead their own parent/teacher conferences with what they are learning. The high-interest topics encourage students to do the challenging work. In order to plan and implement, the school will use a kickstart design team of five teachers to align learning activities with CKLA curriculum to engage students in meaningful learning experiences and create opportunities for deep knowledge bases.</p> <p>Blended learning will be implemented for grades K-3. Blended learning is leveraging technology to create meaningful learning experiences alongside the curriculum. There are multiple models of blended learning and the K-3</p>	<p>Training and piloting for engaged teachers: 2017-18 school year</p> <p>Pilot expansion: 2018-19 school year</p> <p>Full implementation: 2019-20 school year and ongoing</p>	<p>Tera Carr, Principal</p> <p>Turnaround Officer</p>

Name of School: Hamilton Elementary			
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>teachers at Hamilton are working to incorporate Chromebooks as a center, or class-wide use of Chrome books while students are pulled into small groups. Students work through programs (such as Zearn, IXL, Epic) to progress through learning standards. The first step of implementation will be to provide meaningful PD for the staff on both the technology platforms and curriculum choices. The school teams will then align the curriculum (Eureka Math, CKLA) to learning modules and backwards plan for the 2017-2018 school year.</p> <p>Personalized learning will be implemented for grades 4-6. Personalized learning is learning that allows student control of the learning time, place, path, and pace. It allows students to spend more time where they need it, while still holding them to a bar of progress. The platform Hamilton is looking at for this for 6<sup>th</sup> grade is Summit and for 4<sup>th</sup> – 5<sup>th</sup> grade is currently Spark. The school will be conducting research on the best methods. Some 4<sup>th</sup> and 5<sup>th</sup> grade teachers are currently experimenting with Google classroom. After the 6<sup>th</sup> grade implementation of Summit, the school will conduct professional development for its 4<sup>th</sup> and 5<sup>th</sup> grade teachers to grow Summit down into those grades as well. The teams will then determine the platform, create the schedule, describe the climate and culture we expect, and align the work to college-ready outcomes for students.</p>		

# **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.

Since TPS is only applying for only one school, Hamilton Elementary, all costs are associated with school level initiatives. There are no district-level costs included.

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.

TPS will establish a Turnaround Officer at Hamilton ES who will oversee the implementation and insure the fidelity of the transformation model at the school. The district will conduct a thorough search to fill the position with an individual who meets the following qualifications to lead the school in its transformation efforts:

The Turnaround Officer will serve as the administrative director of the grant, working side by side with the Principal to ensure proper management, evaluation, and instructional improvement of the grant; act as a district, state, and community liaison; provide transformational leadership and coaching to help teachers become more masterful in their craft; help create and manage a safe, supportive, and joyful learning environment where all students are prepared to succeed in college, career, and life and where parents and the community are engaged in partnerships to support student growth and success. Candidates will demonstrate that they are education professionals with leadership records, effective coaching skills, organizational skills, strong interpersonal skills, and a willingness to work closely with district and state administrators as well school leaders and teachers. Further they will make a commitment to shared decision-making based on data, openness to the advice of their colleagues, and sensitivity to the individual needs of the school. They will work with the Principal to coordinate the development, implementation, and continual evaluation of curriculum, instructional programs and support activities to improve student achievement and ensure continual progress to meet or exceed national, state, and local academic standards. They will act as an instructional coach, supporting the professional growth of the teachers. They will use multiple data sources to assess, identify, and apply instructional improvements to positively impact student achievement and growth. They will work actively with the Principal, Instructional Leadership Director, and Chief of Schools to select and implement effective instructional practices. They will oversee the development and implementation of special education and student support programs and services and ensure timely delivery, documentation, and associated reporting.

They will support the Principal in creating, managing, and sustaining a safe, supportive, and joyful learning environment; implementing effective social and emotional learning practices; and ensuring

effective and appropriate prevention and intervention strategies. They will help ensure that the school conducts empathetic conversations with parents and community members to engage and involve them in decisions regarding student support.

**Qualifications:**

Bachelor's degree, experience in instructional leadership, ability to meet relevant city and state certification requirements, experience in an urban education environment preferred, experience analyzing data to facilitate and support decision-making, demonstration of effective teaching and learning practices, excellent planning, goal setting, coordinating, and decision-making skills, ability to facilitate and lead change initiatives and embrace innovation, ability to effectively engage parents and community, experience administering state or federal grants.

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

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

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

## **SCHOOL BUDGET NARRATIVE**

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

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:

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

**Hamilton Elementary:**

1.0 FTE Turnaround Officer @ \$66,990.00/year (EL--1 - mid + 10% for innovation school). Work with the Principal, Chief of Schools, Instructional Leadership Director, and Superintendent to manage, oversee, and monitor all aspects of project implementation as well as providing instructional coaching to the



school.

Turnaround Officer Fringe Benefits @ 27%

Teacher stipends for 5-day site-based SIG training (40 teachers x 8 hrs/day x 5 days x \$35/hr) - per teacher cost for all 5 days = \$1,400

Teacher stipends for 5-day summer academy (40 teachers x 8 hrs/day x 5 days x \$35/hr) - per teacher cost for all 5 days = \$1,400

Teacher stipends for protected collaboration time (40 teachers x 1.5 hrs/wk x 32 weeks x \$21/hr) - per teacher cost for the year = \$1,008

Teacher stipends for new teacher training (2 teachers x 8 hrs/day x 5 days x \$35/hr) - per teacher cost for all 5 days = \$1,400

Teacher stipends to extend the learning day by 1 hour per day (24 teachers x 1 hr/day x 176 school days x \$35/hr) - per teacher cost for the year = \$6,125. Extended learning will be for all students, but will be content/subject based so not all teachers will be required to teach extended day.

Rewards for certified personnel when annual growth goals are met. Up to \$2,500/teacher x 40 certified personnel. Rewards will be distributed according to the percentage of total growth goals met. If 75% of the goals are met, then the certified personnel will receive 75% of the available reward.

Rewards for principal and assistant principal when annual growth goals are met. Up to \$2,500/person x 2 (principal and assistant principal). Rewards will be distributed according to the percentage of total growth goals met. If 75% of the goals are met, then the individuals will receive 75% of the available reward.

PD Stipend Fringe Benefits @ 15%

Extended Learning and Certified Personnel Reward Fringe Benefits @ 15%

Principal and Assistant Principal Reward Fringe Benefits @ 15%

OSDE Implementation and Cohort Meetings (4 persons) - Turnaround Officer, Principal, and 2 other school/district representatives out-of district mileage @ \$0.54/mile x 210 miles per trip x 3 trips per person per year.

Office supplies or Turnaround Office including paper, pens, ink cartridges, postage for mailings, etc. @ \$250/year

Curriculum, materials, supplies, and printing for professional development sessions @ \$1,000/year

ACT Aspire test fees @ \$25/student for 6th grade students x 75 total students. To assess student progress toward ACT and college readiness.

MAP Test fees @ \$12/student for 4-5th grade students x 150 total students, \$4/student for 6th grade students (\$8/student provided by the Resource Center) x 75 students. K-3 testing is already provided by

the district. To assess student progress toward readiness for the ACT test, plus more flexible test results for use in continuous improvement transformation.

INDIRECT COSTS @ 7.91% of Direct Costs

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

No pre-implementation costs included.

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

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

## **APPENDIX C**

### **RUBRIC FOR APPLICATION REVIEW**

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

#### **LEA CAPACITY**

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

**Criteria:**

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority and/or Focus School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for number of years over the period of availability of the grant 1003(g) that directly align to the activities and strategies stated in the plan.
- h) The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.
- j) The LEA has established an FTE for an LEA Turnaround Office or Office(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	<input type="checkbox"/> Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.	<input type="checkbox"/> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

## **EXTERNAL PROVIDERS**

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

### **Criteria:**

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

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists.	<input type="checkbox"/> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the <b>criteria</b> identified above	<input type="checkbox"/> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all <b>criteria</b> identified above.

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
----------------	-----------------	------------------

<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.
--	--	---

### **LEA INTEGRATION OF SERVICES**

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

#### **Criteria:**

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

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
----------------	-----------------	------------------

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

### **LEA MODIFICATION OF POLICIES AND PROCEDURES**

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

#### **Criteria:**

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

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.	<input type="checkbox"/> The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.	<input type="checkbox"/> The LEA describes how policy was or policies were modified to enable schools to implement all of the requirements of the selected intervention model.

### **LEA SUSTAINABILITY**

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

**Criteria:**

- a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.
- b) The LEA has established a continuation plan to promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.
- c) The LEA has established a continuation plan to provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully continue the school reform strategies.

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

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

**LEA OVERSIGHT**

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

**Criteria:**

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

**Job Description of Turnaround Officer-**

- ☐ Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- ☐ Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.

- ☐ Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- ☐ Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- ☐ Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds. Provide quarterly status reports to OSDE.
- ☐ Attend all OSDE required professional development and meetings.

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model.	<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included some of the required job descriptors.	<input type="checkbox"/> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included all of the required job descriptors.

### **EVIDENCE-BASED STRATEGIES**

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

#### **Criteria:**

- a) The LEA has researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- b) The LEA has a person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- c) The LEA has a strategic plan in place for professional development to implement the evidenced-based strategy(s);



- d) The LEA has ensured alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

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

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

### **MODIFICATIONS FOR LEA'S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM**

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

#### **Criteria:**

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

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

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

## **IMPLEMENTING RESTART MODEL**

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

### **Criteria:**

- a) The LEA's application demonstrates it will conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds.
- b) The LEA's review process included a determination that the charter school operator, CMO, or EMO is likely to produce strong results for the school.
- c) The LEA's review process includes data from the selected CMO/EMO that shows significant improvement in academic achievement for designated student groups, success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide for all designated student groups, High school graduation rates, where applicable, that are above the average rates in the State for the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

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

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

## **IMPLEMENTING EVIDENCE-BASED, WHOLE SCHOOL REFORM MODEL**

**For an LEA that proposes to use SIG funds to implement, in partnership with a strategy developer, an evidence-based, whole-school reform model in a school, the**

**LEA has demonstrated that the evidence supporting the strategy it proposes to implement includes a sample population or setting similar to the population or setting of the school to be served and that the LEA has partnered with a strategy developer that meets the definition of “strategy developer” in the SIG requirements.**

**Criteria:**

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

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

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

**SCHOOL NEEDS ASSESSMENT AND IDENTIFICATION OF INTERVENTION MODEL**

**The LEA has analyzed the needs of each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA’s application and has selected an intervention for each school that is designed to meet the specific needs of the school, based on a needs analysis that, among other things, analyzes the school**

**improvement needs identified by families and the community, and takes into consideration family and community input in selecting the intervention for each school.**

**Criteria:**

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

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

Level I	Level II	Level III
<input type="checkbox"/> No data sources were used in the analysis or summary of analysis is nonexistent. <input type="checkbox"/> The identified model is not supported by the data analysis and needs assessment.	<input type="checkbox"/> Few data sources (1-3) were used and summarized into a limited analysis. <input type="checkbox"/> The identified model is partially supported by the data analysis and needs assessment.	<input type="checkbox"/> Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis. <input type="checkbox"/> The identified model is fully supported by the data analysis and needs assessment.

**SCHOOL SMART GOALS**

Level I	Level II	Level III
---------	----------	-----------

<input type="checkbox"/> Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	<input type="checkbox"/> Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	<input type="checkbox"/> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time-bound.
--	--	---

## **SCHOOL INTEGRATION OF SERVICES**

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

### **Criteria:**

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

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

<b><i>Level I</i></b>	<b><i>Level II</i></b>	<b><i>Level III</i></b>
<input type="checkbox"/> The LEA has not integrated resources to support the selected intervention model.	<input type="checkbox"/> The LEA has integrated some resources (1-2) to support the selected intervention model.	<input type="checkbox"/> The LEA has integrated multiple resources (3 or more) to support the selected intervention model.

## **School Modification of Policies and Procedures**

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
----------------	-----------------	------------------

<input type="checkbox"/> The school has provided little to no policy change to enable schools to implement the selected intervention model.	<input type="checkbox"/> The school has provided some policy change to enable schools to implement interventions.	<input type="checkbox"/> The school has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.
---	---	--

### **SCHOOL SUSTAINABILITY**

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> The school has addressed none of the indicators of sustainability.	<input type="checkbox"/> The school has addressed some of the indicators of sustainability.	<input type="checkbox"/> The school has addressed all the indicators of sustainability.

### **FAMILY AND COMMUNITY ENGAGEMENT**

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

#### **Criteria:**

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

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

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

## **SCHOOL ACTION PLAN FOR INTERVENTION MODEL**

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

### **Criteria:**

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority and/or Focus School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for five (5) fiscal years that directly align to the activities and strategies stated in the plan.
- h) The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.
- j) The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

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

<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<input type="checkbox"/> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	<input type="checkbox"/> Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.	<input type="checkbox"/> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

**LEA/School Budget Summary**

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

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