OKLAHOMA LEA
APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(g)

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

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

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

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

FOUR INTERVENTION MODELS:

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

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

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

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

Transformation model - Implement each of the following strategies: (1) replace the principal (although a principal recently hired where a turnaround, restart, or transformation was instituted in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE) and implement a rigorous staff evaluation and development system; (2) institute comprehensive instructional reforms; (3) increase learning time and apply community-oriented schools strategies; (4) reward staff who increase student achievement and graduation rates and remove staff who have not improved after ample opportunity; and (4) provide operational flexibility and sustained support.

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

TURNAROUND OFFICE(R)

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

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

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

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

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

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

Resources and meetings – LEAs must utilize the OSDE's State System of Support for technical assistance. A School Support Team Leader will be provided for each school receiving 1003(g) funds. The SEA will perform School Support Team Leader (SSTL) visits at each Priority School receiving 1003(g) funds. The primary function of SSTL visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. In addition, Priority Schools will be required to utilize a Web-based integrated planning tool. This online planning and coaching tool will allow the SEA to continuously monitor a school's progress toward goals. The coaching feature of this online system also provides opportunities for Priority Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators.

REQUIRED APPLICATION COMPONENTS

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

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

Required Component/Documentation	Number of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
School Section (to be completed for each school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Pre-Implementation	Up to 5 pages
School Action Plan for Selected Model	As Needed
Budget	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for *each* school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for *each* school served)	Attachment

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, April 11, 2014. Grant applications may be submitted electronically*, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:

- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)
- No signature or signatures are not original

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

> *OSDE strongly prefers to receive an LEA's FY2013 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2013 application to richard.caram@sde.ok.gov. In addition, the LEA must submit a paper copy signed by the LEA's authorized representatives to the contact listed on the Oklahoma LEA application.*

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

APPLICATION RESOURCES

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

APPLICATION REVIEW

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

APPLICATION CONTACTS

LEAs requiring assistance or with questions about the application should contact the OSDE Office of School Improvement/School Turnaround.

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

Iva Owens, State Director, C[3] Partnership Schools/School Turnaround
iva.owens@sde.ok.gov
405-522-3263

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA SECTION

LEA APPLICATION CHECKLIST

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

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

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

Assurances –

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

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

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

D. Sub-grantees will report school level data, including trend data over a number of years in the following areas:
   a. Number of minutes in the school year;
   b. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
   c. Dropout rate;
   d. Graduation rate (if applicable);
   e. Student attendance rate;
   f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
   g. Discipline incidents;
   h. Truancy rate;
   i. Postsecondary student enrollment; and
   j. Teacher attendance rate.

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

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

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

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

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

SCHOOLS TO BE SERVED

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

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2010 and FY2011 SIG 1003(g) funds. In the second chart, the LEA must list all schools that are eligible to receive FY2013 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority School is eligible, but is not applying for FY2013 SIG 1003(g) funds, the LEA must check column marked "Will Not Be Served"

and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

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

LEA CAPACITY

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

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

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

Indicators	Model(s) of Intervention
• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.	All Models
• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
• Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf.	All Models
• The ability of the LEA to serve the identified Priority Schools has been addressed.	All Models

• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/ Turnaround_Leader_Competencies.pdf.	All Models
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
• The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.	Turnaround, Transformation, Restart
• The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.	Turnaround, Transformation, Restart
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.	Turnaround, Transformation, Restart
• The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	Turnaround, Transformation, Restart
• The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics.	Turnaround, Transformation, Restart
• The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	Turnaround, Transformation, Restart
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
• The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools.	All Models
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
• The LEA completes the grant application within the timelines set forth in the application.	All Models
• Assurances are signed and submitted with the application.	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

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

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

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

LEA SUSTAINABILITY EFFORTS

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G)

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

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

APPLICATION COVER SHEET

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

SCHOOL NEEDS ASSESSMENT

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

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

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

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

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

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

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

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

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

- What changes in operational practice must accompany the transformation; and, how will these changes be implemented and sustained?

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

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

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

SCHOOL SMART GOALS

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

Strategic and **S**pecific
Measurable
Attainable
Results Based
Time Bound

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

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

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

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

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

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

Examples of SMART Goals –
- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2012-2013 school year, as evidenced by 75% or more of students scoring proficient or better on weekly standards-based assessments.

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

On the application, the LEA must identify annual SMART goals for three (3) consecutive years for each Priority School in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include annual SMART goals for graduation rate for three (3) consecutive years.

SCHOOL INTEGRATION OF SERVICES CHART

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

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

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	- Stipends for teachers attending professional development - Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	- Registration and travel for teachers attending National Conferences and Workshops

		• Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart	• Professional development in strategies for English Language Learners

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

SCHOOL SUSTAINABILITY EFFORTS

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

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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

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

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

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

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

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

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for three (3) consecutive years for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

BUDGET SECTION CHECKLIST

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

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

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2014-2015, 2015-2016, and 2016-2017). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

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

SCHOOL BUDGET NARRATIVE

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

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

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

LEA SUMMARY BUDGET AND JUSTIFICATION

The LEA must also submit a comprehensive Summary Budget page totaling the district Summary Budget Page and the school Summary Budget Pages for all Priority Schools. The Summary Budget Pages must be signed by the LEA Superintendent and the designated financial officer.

Budgets will be reviewed by the School Support/ School Improvement team for accuracy.

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2014 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

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

PRE-IMPLEMENTATION BUDGET

The LEA must also provide a budget narrative for each of the Priority Schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

LEA SECTION

Legal Name of Applicant:	Applicant's Mailing Address:
Wanette Public Schools	P.O. Box 161 Wanette, Ok 74878

Local Educational Agency Contact for the School Improvement Grant

Name: Rick Riggs

Position and Office: Superintendent

Contact's Mailing Address: P.O. Box 161~Wanette, Ok 74878

Telephone: 405-383-2656

Fax: 405-383-2185

Email address: rriggs@wanette.k12.ok.us

Superintendent (Printed Name): Rick Riggs	Telephone: 405-383-2656
Signature of the Superintendent X_____	Date:

The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

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

B. Sub-grantees will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. (*federal*)

C. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. (*federal*)

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

E. Sub-grantees that implement a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. (*federal*)

F. Sub-grantees will report school-level data required under section III of the final requirements (*federal*).

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

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

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

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

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

L. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

_____

Signature of Superintendent   Date

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

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

Schools Served with FY2010 SIG funds:

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

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

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

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

School Name	NCES ID #	INTERVENTION MODEL				
		Turnaround	Restart	School Closure	Transformation	Will Not be Served
Wanette Elementary School	4031500				X	

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

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

LEA CAPACITY

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

Indicators	LEA Narrative
• 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.	Wanette Elementary will be implementing the Transformation Model with a detailed and realistic timeline. We have determined the people who will be leading our school through the requirements of the Transformation Model.
• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	Wanette School has involved support from the following stakeholders: parents, teachers, support staff, administrators, local board, local churches, Pottawatomie Nation, Mid-America Technology Center, Chickasaw Nation, Pottawatomie County Child Welfare Collaborative, and the School Support Team. We sent out surveys to make decisions with the model's design.
• Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf.	Wanette Elementary has an exceptional staff ranging with experience from 1 to 24 years. All of our teachers are highly qualified. We have 6 teachers who have their Master's Level Degree. The person chosen as the turnaround officer meets many of the competencies found in the Public Impact article. She is one who plans ahead, is persistent, craves to be the best, works well as part of a team, impacts others, has an understanding towards others, extremely flexible, and a belief that all can learn. She is willing and ready to try out new ways, create a positive climate, and

	seeks out ways to improve. She also has an extremely caring nature that will be very effective in the turnaround officer capacity.
• The ability of the LEA to serve the identified Priority Schools has been addressed.	Wanette is a rural district with an elementary and high school site. Through collaboration of financial and personnel resources, Wanette has begun the process to implement strategies and methods to increase academic growth during this school year and upon received this grant, the academic growth will further increase.
• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/ Turnaround_Leader_Competencies.pdf.	Crystal Shaw began her full time elementary principal duties the 2013-2014 school year. Her entire teaching experience has been at Wanette, which has helped her have a close relationship with the community and understand the unique and specific needs of the community and district. She is extremely loyal and dedicated to the success of the students at Wanette.
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	The LEA has received professional development through the State Department of Education to assist us in school reform. Through collaboration with parents, teachers, and other community stakeholders, the Transformation Model was chosen to be the most effective and beneficial for our district.
• The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.	The LEA has developed a three year budget that will provide professional development, funding for the turnaround officer, teacher stipends, training fees, benchmark assessments, supplemental instructional materials, teacher

	collaboration time, 5 day teacher academy, technical assistance, signing incentives, merit pay, technology hardware, infrastructure, training and support. All items in the budget are directly aligned with activities and strategies to address the identified needs. Budget pages are attached.
• The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.	The implementation of a turnaround officer will be essential in effective monitoring. The turnaround officer will be located at the elementary school and will be monitoring daily. The turnaround officer will establish and maintain a confidential data room. The data room will include information from OCCT assessments, students identified in the bottom 25% quartile from OCCT test scores, students benchmark testing, discipline referrals, student attendance, teacher attendance, DIBELS assessments. This data room will be used as additional support for teachers as needed and to identify teachers who need to be placed on a plan of improvement or dismissed. The use of the teacher evaluations will also assist in personnel determinations.
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.	The LEA implemented extended time to the school day beginning with the 2013-2014 school year. Through this implementation, an additional 30 minutes of instructional time has been added to each day.
• 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.	Crystal Ivy will serve as the turnaround officer pending the receipt of this grant. She has taught at Wanette

	Elementary School for eight years and is an exceptional teacher who is dedicated to student academic growth. Mrs. Ivy has a Bachelor's Degree in Elementary Education and a Master's Degree is Counseling. She is an exceptional leader and is considered by all of the Elementary staff to be the academic facilitator for the elementary school. Her organizational skills are exemplary and she is excellent with time and resource management.
• 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.	Wanette Elementary will provide a minimum of 45 minutes collaboration time two times per week to ensure teachers are able to plan collaboratively in academic areas across all grade levels. Through professional development, the Wanette Elementary staff will learn effective collaboration strategies which will be implemented in multiple ways. The data room will be a significant element of positive and effective collaboration between teachers of all grade levels.
• 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.	The Turnaround Officer, Crystal Ivy, will collaborate with teachers, administration, special education director and the OSDE staff to discuss progress of the Elementary School. Ms. Ivy is a highly knowledgeable teacher who is very informed in areas of school improvement. As a graduate of Wanette Schools, she has an understanding of the school, district and community culture and climate. In addition, she relates effectively and positively with stakeholders.

	She has a close relationship with the administration, including the Superintendent. Through professional development, Ms. Ivy has an effective understanding of the scope of Oklahoma's Nine Essential Elements.
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	The LEA has participated in numerous federal and state grants without any audit findings surrounding those grant funds.
• The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools.	The LEA conducted a self assessment through the WISE Planning tool, a Professional Development Survey, a family survey and school personnel survey. These results were used to design the Transformation Model. In addition, this data will be used to support, monitor and assess the implementation of the Transformation Model in subsequent years. Wanette Elementary will continue to survey families, school personnel and community stakeholders to identify strengths and weaknesses in the subsequent years. This will enable the school to continue to work toward academic progress.
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	The Transformation Model will be sustained through Federal Program funds, Potawatomi Nation, Potawatomie County Child Welfare Collaborative and the Wanette Alumni Association. We will ensure that newly hired personnel will receive the support to implement instructional methods and strategies necessary to increase student academic achievement.
• The LEA completed the grant application within the timelines set forth in the application.	The grant application will be submitted on or before April 11, 2014.

Only For LEAs implementing School Closure	
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

Provide in the space below a detailed justification for the selection of providers that includes the following information:
* Documentation of research proven history of success working with the LEA, school or particular population;
* Alignment of external provider and existing LEA services or initiatives; and
* Capacity of external provider to serve the identified Priority Schools and their selected intervention models.
* Data-based evidence of success working with similar populations.

We have selected the professional development and technical assistance services of Dr. Gracy Taylor, Lead Partner of Ok Educational Services, LLC. Dr. Taylor will provide us with on-site training in research-based effective teaching and classroom management strategies, curriculum alignment, and formative assessments. Dr. Taylor is uniquely qualified to provide services for this school improvement project because of her documented expertise and experience. She is a recognized expert and certified trainer in research-based effective teaching and classroom management practices. Dr. Taylor has created and implemented district new teacher orientation programs in Mississippi and Oklahoma. She has created a nationally-recognized and award-winning trainer of trainers' programs, which has been implemented in numerous districts and sponsored by state and national organizations. Dr. Taylor has personally worked with Professor Ron Edmonds, and Dr. Larry Lezotte, two of the leading researchers in the area of Effective Schools research. All of these topics are issues of school improvement identified in our plan. Dr. Taylor will customize the professional development activities to address the specific student learning weaknesses identified in the test data from the state testing program. Her services will include training, classroom modeling, classroom observation and coaching, professional resource development, and implementation assessment of effective practices. She will also work with staff to develop the new teacher orientation program and the training of trainers program. Faculty and student data will be analyzed at multiple points during the three years to drive decisions needed toward improvement of coaching, leadership, professional development, and continued data-driven decision making each year.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	Salary and Benefits for Full Day Pre-K Teacher, Partial salary and benefits for Remedial Specialist
Title II, Part A	REAPED into Title IA.
Title III, Part A	N/A
Other Federal Resources *Title VI – REAP* *Title VII – Indian Education* *School Improvement - 515*	**Title VI – REAP** Salary and benefits for paraprofessional **Title VII – Indian Education** Partial salary and benefits for guidance Counselor Partial salary and benefits for Remedial Specialist
State Resources • *Reading Sufficiency Funds* • *Alternative Education Funds*	**Reading Sufficiency Funds** Partial salary and benefits for Summer Reading Academy Teacher **Alternative Education Funds** Salary and benefits for Alternative Education Teachers
Local Resources • *Wanette Alumni Association*	Technology for Wanette Public Schools

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.

Wanette Public Schools will establish a Superintendent's Advisory Council. The council will consist of the following people:
- ➢ *Superintendent – Rick Riggs*
- ➢ *Principal – Crystal Shaw*
- ➢ *Teacher – Crystal Ivy (Turn-Around Officer pending School Improvement Grant funding)*
- ➢ *Teacher – Clay Dawson*
- ➢ *Parent – Monica Truitt*
- ➢ *Parent – Keila Cobb*
- ➢ *City Council Member – Mike Heltcel*
- ➢ *Support Staff Member – Karen Chase*

The Superintendent's Advisory Council will meet once per month prior to the regularly scheduled

Board of Education meetings. The council members will discuss the implementation of the School Improvement Grant and will identify barriers that may be impeding the successful and effective implementation of the School Improvement Plan. The recommendations made by the Advisory Council will be presented to the Wanette Board of education by the Superintendent.

The campus at Wanette Public Schools is small and all buildings are within a short walking distance from each other. The Superintendent, Principal and a team of teachers review all prospective applicants. The Turn-Around Officer will also be a part of this team if the School Improvement Grant is funded. This team works together to identify school personnel with the most potential for success in a small rural district. The team shares the aspiration of employing highly qualified, energetic, positive educators who care about students and want to make a positive impact on students' lives.

The district will:
- *Provide teachers additional time to monitor individual student progress and student group progress, to analyze data and use data results to identify and implement strategies/practices/methods to increase student academic achievement and to participate in collaboration and professional development activities.*
- *Ensure that budgets will be aligned with school improvement efforts. The district has contracted with Oklahoma Rural Education Association and Center for School Law to ensure that our policies are reviewed and that all of our policies are up to date.*
- *The district added thirty minutes to the schedule this school year to allow students to receive additional instructional time.*

The district has implemented the Teacher Leader Effectiveness Evaluation instrument for teachers and the McRel Evaluation instrument for administrators. The implementation of these evaluation models helps to support our school improvement interventions. Summer School and extended day policies are being developed. If funded for this grant, the district will develop and adopt policy for sign-on bonuses, performance based incentive bonuses and additional policies to comply with this school improvement grant.

The district will support all elementary activities. These activities will include but are not limited to professional development, instructional team meetings, work products and signed agreements to support for this transformation model.

Wanette Schools does not have a union. The district will consult with stakeholders on policy and procedures modifications/adaptations needed to support this School Improvement Grant and to ensure the success of this grant. The process at our district is for the Superintendent to consult with stakeholders and if appropriate place a modification/adaptation to an existing policy or develop a new policy or procedure and place the policy or procedure on the board agenda. The Wanette Board of Education then approves the policy or procedure based upon the recommendation of the Superintendent.

Wanette Schools will address policy and/or procedures to recruit, screen and select external providers, give additional flexibility to our principal and any additional area as it relates to this grant and the success of our Wanette students.

LEA SUSTAINABILITY EFFORTS

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

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

Stakeholders

Wanette Elementary is a PK-8th grade site. The teachers, support personnel and administrators work in the same building and work together as a team. The planning stages of this application included all stakeholders. The stakeholders were included by providing them opportunities to assist in the analysis of the data, select the transformation model, identify strategies, methods and practices to implement the transformation model. The district has established Professional Learning Communities, School Improvement Team and a Superintendent's Advisory Council. The Superintendent's Advisory Council consists of the Superintendent, Principal, Teachers and community leaders. The implementation of the Transformation Plan will be monitored by these teams and the teams will make recommendations for future improvement methods/practices/strategies, assist in monitoring the progress toward achieving the goals, make decisions regarding the allocation of resources and recommend policy and procedure changes that will assist in decreasing barriers and improve the effectiveness of the Transformation Model.

Transition Plans

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

- ➢ Data analysis
- ➢ Differentiated Learning
- ➢ Understanding the culture of our community
- ➢ Curriculum
- ➢ Wanette Public Schools policies and procedures
- ➢ All new teachers will work with a career teacher mentor

The district will create and sustain a recruitment set aside budget. These funds will be used to provide signing bonuses which will help our district hire the candidates for teaching and leadership positions. The

district will expand our partnership with East Central University, the Potawatomie Nation and the Chickasaw Nation. Through East Central University's Teacher Education Program, student teachers are placed in our classrooms. The Potawatomie Nation and the Chickasaw Nation provides grants to enrich our educational programs. We will continue to promote to the community positive thoughts about our district. These promotions will be through conversations, the district website, newspaper articles and the town marquee. Through this positive promotion the community will also be informed of the opportunities that our district provides to our students.

Strategic Planning Process

The WISE planning and coaching tool will be used to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for our school improvement efforts. The superintendent, principal, turn-around officer and a teacher leader have been trained through webinars provided by the Oklahoma State Department of Education to use the WISE planning and coaching tool. Development for all team leaders.

Formative and Summative Data Collection

Wanette Public Schools has implemented the following procedures for continued and ongoing assessment of performance and operations to serve as a guide for modifications/adaptations in the plan and to ensure sustainment of school improvements:

- ➢ Benchmark Assessment Tools
- ➢ TLE Evaluations
- ➢ Requiring all students to pre-test and post-test
- ➢ Review of summative data to identify achievement gaps and to identify professional development needs

Other Funding Sources

The district receives Title I, Title IIA, Title VII and Small Rural School grants. The district has developed partnerships with Indian tribes to provide additional resources. These federal funds, along with additional funds received from the tribes and the Wanette Alumni Association will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that has a positive and effective impact on student achievement. The district is currently working to secure funding from corporate sources.

Title I Part A School Wide/School Improvement Plan

Wanette Public Schools' School Wide Improvement Plan has been approved by the Oklahoma State Department of Education. The plan includes goals to improve reading, math, parental involvement, community involvement, professional development and a positive school climate. These goals correlate

very well with the goals of the Transformation Plan.

The goals and action plans of the School Wide Improvement Plan are consistent with the purpose and goals of the School Improvement Grant Transformation Plan. These plans both include a process for assessing operations, developing and modifying the annual improvement plan, implementing the plan, monitoring the improvement plan and reassessing the operations.

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

SCHOOL SECTION

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

School Name: Wanette Elementary **Address: P.O. Box 161** ** Wanette, Ok 74878**	**SIG Site Contact: Crystal Shaw** **Name & Position: Principal** **Phone#: 405-383-2222** **Email Address:cshaw@wanette.k12.ok.us**
Grade levels enrolled (SY13-14): **Pk-8th**	**Number of Students Enrolled (SY13-14): 148**
Title I Status: **__X___ Schoolwide Program** **_____ Targeted Assistance Program** **_____ Title I Eligible School**	
Intervention Model Selected: **_____ Turnaround Model** **_____ Closure** **_____ Restart** **__X___ Transformation**	

Amount the LEA is requesting from FY2013 SIG 1003(g) funds School Improvement Funds for the next three years.

Year 1: SY 2014-15	$267,257
Year 2: SY 2015-16	$204,132
Year 3: SY 2016-17	$204,480
Total Amount of Funding Requested for this School	$675,869

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.

Wanette Elementary was identified as a Priority School in the Fall of 2013. Following the identification of Wanette Elementary as a Priority School, a team of teachers, support staff, parents, and administrators began using the WISE Planning Tool to assess the needs of the school. The team collected OCCT test scores, benchmark assessments, attendance rates of students and teachers, discipline referrals, and student demographics. This information guided the team to create a plan of interventions.

The team continued to perform quarterly reviews using the above mentioned data. The team organized and reviewed data to update the WISE Planning Tool. This allowed the team to determine areas of strengths and weaknesses in the implementation of the intervention.

In March, the Nine Essential Elements Checklist was sent out to teachers and support staff to gain feedback in the areas of (1)Curriculum (2) Classroom Evaluation/Assessment (3)Instruction (4)School Culture (5)Student, Family and Community Support (6)Professional Growth, Development and Evaluation (7)Leadership (8)Organizational Structure and Resources (9)Comprehensive and Effective Planning. A Family Survey was sent out to all families of the district. The Family Survey was comprised of questions which enabled the district to determine the strengths and weaknesses of the school and classrooms, communication provided by the teacher and school, child's overall academic progress, motivation of classroom, preparation for future work, quality of work, amount of homework, and other areas of need.

In April teachers and staff completed a Professional Development survey which allowed the district to determine strengths and weaknesses of current professional development and work toward the development plan that will address the districts needs.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Assessment Data	Professional Development; WISE Planning Tool; Classroom Observations and Walk-throughs	Attendance; Demographics;
Oklahoma A-F Report Card	Self-Assessment	Attendance; Individual and Group Scores; Special Education; Dropouts
Nine Essential Elements	School Personnel	Strengths and Weaknesses
Students Assessments/Grades	Parent/Teacher Meetings	Discipline; Dropouts; Truancy

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

Name	Title	Stakeholder Group
Rick Riggs	Superintendent	Wanette School
Lynda Fullingim, Kelly Teague, Lori Lambert, Bryan Richards, Buddy Jones	Wanette School Board Members	Wanette Board of Education
All Wanette faculty and staff	Teachers and Support Staff	Wanette School
Cliff Bass	Dean of Students	Wanette High School
Crystal Shaw	Principal	Wanette Elementary
Lisa McDonald	Parent	Parents
Dusty Ricks	Superintendent	Mid-America Technology Center
Linda Capps	Vice-Chairman	Potawatomi Nation

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

Wanette Elementary staff reviewed assessment data to identify strengths and weaknesses of student achievement. Through the analysis of this assessment data, the staff collaborated to determine the areas needed to be addressed that will facilitate an increase in student academic performance.

Wanette Elementary facilitated needs assessments of the students, parents and staff. This needs assessment was used to make recommendations for school reform and was instrumental in helping the school to determine the need for the Transformation Model.

Data Analysis Activities:
- ➤ The Elementary team facilitated and analyzed a Nine Essential Elements Survey. The results of this survey was summarized and shared with the staff.
- ➤ Members of the team met with teachers on numerous occasions.
- ➤ Teachers have completed professional development surveys and the results have been used to identify strengths and weaknesses of current professional development plan and are being used to identify and begin implementation of professional development for the 2014-2015 school year.
- ➤ The Wanette Board of Education members have been notified and advised of the Superintendent's recommendation to participate in the school improvement grant process. The board members are supportive of the decision to implement the Transformation Model.
- ➤ Students and parents have been surveyed.
- ➤ Members of the team met with stakeholders, staff and parents.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
School Profile: Includes student and staff data	Wanette Elementary consists of 148 students. 45% of students are Native American. 68% of students are White. 92% qualify for free or reduced lunches. 20% of students are served in special education. 100% of our teachers are Highly Qualified. 6 out of the 17 teachers obtain a Master's Degree.
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum	Wanette Elementary's curriculum is aligned with PASS and we are also transitioning and implementing Common Core State Standards. Wanette Elementary students will increase their proficiency level 10% each school year in reading and math. Students will increase their proficiency level by 30% over the three year range. The newly established data room will be used to monitor, evaluate, and review curriculum and student achievement.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data	Wanette Elementary regularly analyzes data which includes but is not limited to OCCT, benchmark data and DIBELS to determine interventions. At the beginning of the school year, data is analyzed to determine which students will be placed in Tier 2 or Tier 3 interventions. The data is reviewed on a consistent basis to determine improvement and proficiency and to modify instruction/interventions as needed. The curriculum is aligned to meet state standards and is reviewed throughout the year to determine strengths and weaknesses of the curriculum which guides curriculum decisions.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration	Wanette Elementary provides teacher collaboration time during faculty meetings. Through this collaboration, teachers and administrators identify methods/practices that they find successful and teach the other teachers to use these strategies in their respective classrooms.

	Technology is a valuable tool for our school. We have interactive board in each classroom which enhances student engagement. Study Island Computer Intervention Program supports reading, math, social studies and science and is leveled by skill. The students use this program during two fifty minute sessions per week in the computer lab. Additional professional development is needed in varied strategies in the classroom, integration of technology and teacher collaboration.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity	Wanette Elementary administrator, teachers, parents and students believe that a safe and structured environment is essential to student success. Through a grant obtained by the Pottawatomie County Sheriff's Office, the district has a resource officer who works with students to encourage a positive, safe and appropriate learning environment. Student, school and community services will be provided through the Pottawatomie County Child Welfare Collaborative. To encourage positive behavior, Wanette Elementary provides students with incentives. Students of the Month are chosen during our monthly "Terrific Thursdays" assembly. This assembly recognizes and celebrates individual student successes as well as classroom successes.
Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners	Student, family and community support is an essential part of Wanette Elementary. Through weekly folders, the teachers interact with parents to ensure that the parents are engaged in their children's education. Teachers use their classroom page on the school website to inform parents of student's accomplishments, classroom notes and upcoming student assignments/activities. Teachers correspond with parents through individual contacts as well as through Parent/Teacher conferences organized by the district.
Professional Growth, Development, and Evaluation: Includes professional development plan,	Professional growth and development is an area of weakness for our school. We plan to collaborate with surrounding districts to

capacity building, and evaluation process	consolidate resources and utilize an outside consultant to help align professional development that will address areas of need. The areas of need have been determined by the surveys completed by the faculty. The district will continue to communicate with staff to ensure that professional development needs are addressed.
Leadership: Includes process for decision making, policies and procedures, and the shared vision	The administration at Wanette believes that shared vision is an essential component of a successful school. Through individual teacher conferences and faculty meetings, the staff works as a team to determine appropriate and effective policies and procedures that support our shared vision of Wanette Schools.
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming	We are writing this grant to obtain financial resources to employ and retain highly qualified teachers, contract with a professional development consultant and develop a schedule that will work toward the enhancement of each student's educational experience.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation	Wanette Elementary staff will review and revise our school improvement plan after new assessment results become available. Academic goals for the school are written in the school's WISE plan and progress toward the goals is checked at each quarterly review. Teachers will collaborate throughout the week to discuss the learning objectives in reading and math. In addition to this collaboration, all meetings are structured around student progress and the methods/practices that can be implemented to increase student progress.

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.

Wanette Public Schools chose the Transformation Model in consultation with our School Support Team, teachers, staff, parents, and our local Board of Education. Our team leader discussed the four available models with all faculty and staff during a meeting. It was found in the needs assessment and feedback from the meetings, the Transformation Model would most benefit our school. The Transformation Model would provide many of the identified areas of our needs assessments. The Transformation Model supports implementing rigorous, engaging, and scientifically researched based curriculum. The Transformation Model supports high, quality, job embedded professional development which would allow our teachers to receive the training necessary for effective instruction. The teacher and principal evaluations will enable the administrators to use an effective model for evaluating staff.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for three (3) consecutive years in Reading/Language Arts, Mathematics, and Graduation Rate (if applicable) for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2014-2015: The percent proficient for the All Students group (grades 3-8) at Wanette Elementary will increase from 50% in the 2013-2014 to 60% in 2014-2015.
Goal for 2015-2016: The percent proficient for the All Students groups (grades 3-8) at Wanette Elementary will increase from 60% in the 2014-2015 to 70% in 2015-2016.
Goal for 2016-2017: The percent proficient for the All Students group (grades 3-8) at Wanette Elementary will increase from 70% in the 2015-2016 to 80% in 2016-2017.
Rationale: According to the 2012-2013 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the All Students Group (grades 3-8) at Wanette elementary was 50%. However, Wanette Elementary anticipates an increase in OCCT proficiency rates for the 2013-2014 school year and believes with additional support through the School Improvement Grant, the listed goals will be attainable.

SMART Mathematics Goals
Goal for 2014-2015: The percent proficient for the All Students group (grades 3-8) at Wanette Elementary will increase from 40% in 2013-2014 to 50% in 2014-2015.
Goal for 2015-2016: The percent proficient for the All Students groups (grades 3-8) at Wanette Elementary will increase from 50% in 2014-2015 to 60% in 2015-2016.
Goal for 2016-2017: The percent proficient for the All Students group (grades 3-8) at Wanette Elementary will increase from 60% in 2015-2016 to 70% in 2016-2017.

Rationale: According to the 2012-2013 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the All Students Group (grades 3-8) at Wanette elementary was 40%. However, Wanette Elementary anticipates an increase in OCCT proficiency rates for the 2013-2014 school year and believes with additional support through the School Improvement Grant, the listed goals will be attainable.

SMART Graduation Rate Goals
Goal for 2014-2015: N/A
Goal for 2015-2016: N/A
Goal for 2016-2017: N/A
Rationale: N/A

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	Same as LEA
Title II, Part A	Same as LEA
Title III, Part A	Same as LEA
Other Federal Resources • *List here.*	Same as LEA
State Resources • *List here.*	Same as LEA
Local Resources • *List here.*	Same as LEA

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.

Wanette Public Schools will have to modify its policies and practices to enable our school to effectively implement the Transformation Model. When are notified that we have been privileged to receive this School Improvement Grant for our school, we are prepared to implement new policies that will include the following: providing flexibility in employment methods at the site level, protected collaboration time scheduling, modifying and/or adapting the structure to improve learning opportunities (team teaching, small groups, teachers teaching in their areas of expertise, etc.). We have increased student instructional time this school year. We use community-oriented schools strategies. The district has adopted policy that has implemented a rigorous and effective staff evaluation and development system and has recently removed staff that has not shown needed improvement. We are dedicated to providing the most effective and positive educational staff to our deserving Wanette students.

SCHOOL SUSTAINABILITY EFFORTS

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

The plans for sustaining the reforms after the funding period for the grant ends are as follows:

Involving Stakeholders

Wanette Elementary is a PK-8th grade site. The teachers, support personnel and administrators work in the same building and work together as a team. The planning stages of this application included all stakeholders. The stakeholders were included by providing opportunities to assist in the analysis of the data, select the transformation model, and identify strategies, methods and practices to implement the transformation model. The district has established Professional Learning Communities, School Improvement Team and a Superintendent's Advisory Council. The Superintendent's Advisory Council consists of the Superintendent, Principal, Teachers and community leaders. The implementation of the Transformation Plan will be monitored by these teams and the teams will make recommendations for future improvement methods/practices/strategies, assist in monitoring the progress toward achieving the

goals, make decisions regarding the allocation of resources and recommend policy and procedure changes that will assist in decreasing barriers and improve the effectiveness of the Transformation Model.

Transition Plans

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

- ➢ Data analysis
- ➢ Differentiated Learning
- ➢ Understanding the culture of our community
- ➢ Curriculum
- ➢ Wanette Public Schools policies and procedures
- ➢ All new teachers will work with a career teacher mentor

The district will create and sustain a recruitment set aside budget. These funds will be used to provide signing bonuses which will help our district hire the candidates for teaching and leadership positions. The district will expand our partnership with East Central University, the Potawatomie Nation and the Chickasaw Nation. Through East Central University's Teacher Education Program, student teachers are placed in our classrooms. Wanette Elementary will continue to work with East Central University to place intern teachers in our classrooms. The Potawatomie Nation and the Chickasaw Nation provides grants to enrich our educational programs. Wanette Elementary will establish a team to continue to promote the school in the community to ensure that positive recognition is given to our students, faculty and school and that opportunities at our school are promoted within the community.

Strategic Planning Process

The WISE planning and coaching tool will be used to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for our school improvement efforts. The superintendent, principal, turn-around officer and a teacher leader have been trained through webinars provided by the Oklahoma State Department of Education to use the WISE planning and coaching tool. development for all team leaders.

Formative and Summative Data Collection

Wanette Elementary School has implemented the following procedures/strategies/methods for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

- ➢ Benchmark Assessment Software
- ➢ Teacher and Leader performance based evaluations (The Tulsa Model and McRel Model)
- ➢ Policies requiring pre and posttest assessments in all classrooms and programs
- ➢ Annual review of summative data to identify achievement gaps, breaks in curriculum and to identify professional development needs

Other Funding Sources

The district receives Title I, Title IIA, Title VII and Small Rural School grants. The district has developed partnerships with Indian tribes to provide additional resources. These federal funds, along with additional funds received from the tribes and the Wanette Alumni Association will allow our district to continue many aspects of the Transformation Model beyond the funding period of this grant. The district will reallocate existing federal funds to sustain the elements of the program that has a positive and effective impact on student achievement. The district is currently working to secure funding from corporate sources.

Title I Part A School Wide/School Improvement Plan

Wanette Elementary's Schoolwide Improvement Plan was approved by the Oklahoma State Department of Education. The plan includes goals and action plans for the following:

- Increasing student reading achievement scores
- Increasing student math achievement scores
- Increasing parent involvement
- Increasing community involvement
- Improving attendance
- Improving school climate
- Professional development

These goals and action plans correlate with the purpose and goals of the School Improvement Transformation Plan. The plan includes a process for the following:

- Assessing operations
- Developing and modifying the annual improvement plan
- Implementing the improvement plan
- Monitoring the improvement plan
- Reassessing the operations

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

In the space below, provide a narrative that describes, in detail:
1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

Wanette Public School serves 200 students in Pre-K through twelfth grade with 148 of those students served by the elementary. Wanette is a very small town located a minimum of 30 miles to the nearest city that has a Wal-Mart. The majority of our students come from a low-income background. 92% of our elementary population qualifies for free or reduced lunches. 20% of the elementary students are served in special education. Few if any have a computer in their home. The school is the center part of our community. Community members attend major

events in large numbers. We have had a continuous turnover of staff in our elementary and this has proven to be a deterrent for attending our school.

Teacher training and other professional development specific to this grant would be most beneficial to implement during the summer months to allow teachers additional time to adequately prepare for their classes to begin for the 2014-2015 school year. Teacher knowledge and familiarity with benchmark assessments obtained through the grant would also guarantee valuable feedback of student achievement when the school year begins. The superintendent, principal, and turnaround officer would be responsible for getting everything together. The timeline for completing these activities would be before school begins on August 6, 2014.

SCHOOL ACTION PLAN

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

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

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

Name of School: Wanette 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)**	
Requirements for the Transformation Model (LEA must implement actions 1-11)				
1. Replace the principal who led the school prior to commencement of the transformation model.	The District has replaced the elementary principal at a regular meeting of the Board of Education. The newest principal, Crystal Shaw, was selected based on her expertise in student data assessment, curriculum alignment and leadership. She has a Bachelor's Degree in Elementary Education and a Masters Degree in Administration. She was selected to be an Oklahoma State Department of Education Master Teacher and was selected by her colleagues as Wanette District Teacher of the Year. Ms. Shaw has taught remediation classes and second grade at Wanette Elementary. She was recognized by her elementary peers as a team teaching leader and was instrumental in developing and implementing programs that enhanced the students' educational experience. Ms. Shaw shows tremendous dedication in improving parent and community involvement and relationships. The Wanette Educational Team and the Wanette Board of Education have placed Ms. Shaw in this leadership position because they believe that she has the knowledge, dedication and love for our students to make the Transformation Model a complete success.	June 2013	Rick Riggs, Superintendent Recommendation accepted by the Wanette Board of Education	

Name of School: Wanette 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)**
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement.	The district implements the Tulsa Model for the TLE Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. Administrators have received training and received completion of courses to evaluate personnel. The TLE Model includes components that align directly with the requirements of the Transformation Model. The model is comprised of three main parts. The observation piece, Other Academic Measures, and Value Added Measures. When a teacher does not meet or exceed the goals set by the evaluation, the principal will communicate expectations and hold them accountable if expectations are not met. This will be accomplished through documentation, conferences, and providing a plan of improvement prior to considering exiting those teachers. Training is provided to staff at the beginning of the school year continued throughout the year through professional development opportunities. Principals will be evaluated using the McRel model. Leadership will be evaluated annually to determine effectiveness. Principals will also have a set of performance standards that will include ensuring their school is performing at expected	2014-2015 2015-2016 2016-2017	Crystal Shaw, Elementary Principal Rick Riggs, Superintendent

Name of School: Wanette 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)**
	performance levels. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations.		

Name of School: Wanette 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.	All teachers will give benchmark assessments (Study Island, STAR Early Literacy or DIBELS) at the beginning, middle, and end of each school year. Individual Merit Pay Component If 90% of students in teacher's class show mastery (75% correct) of the district benchmarks, the teacher will receive a $2500 stipend. The individual component will be awarded in June. Team Merit Pay Component All teachers will receive merit pay based on increases in school-wide proficiency scores as follows: $1000 Stipend for 10%-15% gain $2000 Stipend for 25% or more gain As part of the team, the principal will be awarded a stipend based on the teacher award with an index of 1.5. This award would be made in the fall after received OCCT test scores.	June 2015, 2016, 2017	Crystal Shaw, Principal Rick Riggs, Superintendent Crystal Ivy, Turnaround Officer Wanette Board of Education

Name of School: Wanette 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 (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	If awarded the School Improvement Grant, Wanette Elementary will be using Dr. Gracy Taylor of OK Educational Services, LLC as the external provider and the Effective Schools model toward comprehensive reform in professional development aligned with formative and summative data, including the OCCT and district benchmarks, the WISE Planning Tool, and Oklahoma Nine Essential Elements and Needs Assessments. Professional development, based on the annual needs assessment results, will also be provided in house by Wanette faculty members. Four elements will be used to determine professional development.	2014-2015 2015-2016 2016-2017	Crystal Ivy, Turnaround Officer Crystal Shaw, Elementary Principal Dr. Gracy Taylor, OK Educational Services

Name of School: Wanette 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)**
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	The recruitment of highly qualified staff will be enhanced through the annual implementation of financial incentives. These incentives will consist of sign-on bonuses which will begin at $1,000.00 but will be adjusted accordingly dependent upon the quantity of staff that is needed and the availability of the precise staff that is needed. The determination of the staff that is needed will be determined through the analysis of students' needs both collectively in classroom settings as well as individual student needs to ensure that each student is successful in all aspects of his life. In addition to sign-on bonuses, Wanette will implement a performance based incentive program for teachers. Through the use of Teacher Leader Effectiveness Evaluations and student achievement outcomes, these incentive bonuses will be awarded to returning teachers who have shown to provide positive learner outcomes. Through the implementation of these incentive bonuses, the teachers will be encouraged to return to Wanette the subsequent year which will be advantageous for our students and our district. Wanette will work with corporate sponsors to continue these bonuses when the funding period ends. Through the implementation of a Train the Trainers Model, Wanette will provide opportunities for career growth. Wanette will provide ongoing professional development opportunities for the staff as well as flexible time and release time to participate in these professional development opportunities. In addition, Wanette will provide the most up-to-date technology and professional development to ensure that each teacher is confident in	June, July 2014	Crystal Shaw, Elementary Principal Rick Riggs, Superintendent

Name of School: Wanette 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)**
	using the technology to increase student learner outcomes and provide exciting and positive learning experiences for each student. **Monitoring** – In compliance with federal regulations, an inventory of all technology equipment will be maintained and will be updated at least annually. **Sustainability** – The district will set aside funds through the general fund on an annual basis to sustain incentive bonuses. If additional funds are needed or funding is not available, the district will apply for funding from the Wanette Alumni Association.		
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.	Wanette will continue to implement horizontal and vertical alignment of curriculum and evaluate student OCCT assessment data to identify instructional gaps. This process is implemented through each administrator, teacher, paraprofessional and counselor receiving instruction on the disaggregation of data, the alignment of curriculum, the identification of instructional gaps and the writing of effective curriculum. Professional development in these areas is ongoing and teachers work individually and in groups to assess student data and to ensure that the curriculum is vertically aligned and is in compliance with Oklahoma Academic Standards. **Monitoring** – Professional development attendance sign in sheets, student assessment documentation and curriculum alignment documents.	2014-2015 2015-2016 2016-2017	Crystal Ivy, Turnaround Officer Crystal Shaw, Elementary Principal Wanette Elementary Staff

Name of School: Wanette 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)**
	Sustainability – Through Train the Trainers, the team leaders will ensure sustainability after the funding period.		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	The analysis of accurate student data is an essential building block for increasing student learner outcomes. Student data correlated with PASS objectives determines the pace and delivery of instruction. Differentiating instruction enables classroom teachers to provide effective academic instruction to all students. Through differentiating instruction, organizational practices and methods are used to accommodate student differences in each classroom. The data from the assessments drives classroom instruction with the result being increased positive academic student performance. The teachers at Wanette Elementary will meet weekly to analyze and review assessment data to make appropriate adjustments to instructional plans. Wanette Elementary will continue to use both summative and formative assessments to plan and differentiate instruction. Through formative assessments, information will be provided to the teachers which will enable them to adjust the teaching and student learner outcomes on a consistent basis. These assessments will also be used as ongoing assessments to determine the appropriate and effective subsequent steps in educating the students. Summative assessments, which are used to evaluate student achievement at a definite point in time relative to the appropriate content standards, will be used to determine the weakest and strongest standards and annual curriculum	2014-2015 2015-2016 2016-2017	Crystal Ivy, Turnaround Officer Crystal Shaw, Elementary Principal Wanette Elementary Staff

Name of School: Wanette 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)**
	pacing for the current year and the following year. This information will be used for both the students moving to the next grade level and new students entering a grade. The summative assessments that Wanette Elementary will continue to use include Study Island, Odyssey ware, DIBELS and the 3rd – 8th Grade OCCT. Additional summative assessments that will be added as a result of this model will be the NWEA. All teachers will have an active role in creating benchmark assessments to use at each grade level. Wanette Elementary students will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, quizzes, class assignments and homework assignments. The additional formative assessments that will be added as a result of the Transformation Model are project-based assessments, student self-assessments and student self-grading rubrics. Through professional development, the teachers will learn to create these assessments, evaluate these assessments and use the results from the assessments to increase student learner outcomes. Wanette Elementary's primary goal is to provide a complete and accurate academic assessment for 2nd through 8th grade students using test items that are closely aligned with the standards set forth by the state of Oklahoma. The data will be used by teachers to identify and implement methods/practices for differentiated instruction. Teachers will collaborate to disaggregate the students' data, evaluate the students' data and identify strengths and weaknesses in the students' data. These assessments results will be placed		

Name of School: Wanette 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)**
	on the walls in the confidential data room. Teachers will develop modifications of assignments and develop grouping practices. Teachers will provide additional opportunities for students to use a variety of responses, which may include written, oral, responses given to paraprofessionals, etc. Teachers will also identify and implement effective instructional strategies according to the needs of each individual student. Small groups may be implemented through multi-age, multi-level but must be flexible enough to allow students to receive instruction that are specific to each individual student. The lowest achieving students will be remediated in their weakest skills first while the most advanced students will be provided learning opportunities that will enhance their educational experience. The schedules will be designed to ensure that each individual student will be able to participate in instruction that is designed explicitly for him/her as he/she goes from classroom to classroom for academic instruction with a teacher that has expertise in the area of need for that student. Professional development will include differentiated instruction training. In addition to the professional development provided, educators from outside the district, in-district educators and administrators and book studies will be used to ensure that our teachers are knowledgeable and are able to provide differentiated instruction effectively for all of our students.		

Name of School: Wanette 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)**
	Monitoring – Sign-in sheets, agendas and benchmark data will be maintained as documentation of implementation. The team will meet quarterly with certified staff to analyze results. **Sustainability** – Wanette Elementary will facilitate professional development to ensure that all staff is trained to develop benchmark assessments, analyze resulting data and differentiate learning based on data results.		
8. Establish schedules and implement strategies that provide increased learning time.	Wanette Schools increased added 30 minutes to each instructional day beginning with the 2013-2014 school year. The focus of the reform strategy will be to engage students in productive academic educational time. Research supports the use of extended learning time. All students will be pretest and post-tested to determine the success of the extended learning time interventions. The teachers will submit the pretest and post-test assessment results for review. This review will give us an opportunity to make any modifications/adaptations/adjustments necessary to ensure academic success. A full day Pre-Kindergarten class will continue to be provided and those students in addition to all students in grades Kindergarten through 8th grade, will be pre and post-tested. This will be funded through our Title I funds and the general fund.	2014-2015 2015-2016 2016-2017	Crystal Shaw, Elementary Principal Rick Riggs, Superintendent

Name of School: Wanette 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)**
	Through the addition of 30 minutes of instructional time each day, the students will benefit from individual instruction, small group instruction and interventions in academic areas which each individual student is experiencing difficulties. Wanette's upper elementary students will participate in remediation classes which will give them the individualized instruction that is needed to increase specific academic skills.		
9. Provide ongoing mechanisms for family and community engagement.	Wanette is a small rural district and is the focal point of our community. The community members take pride in our school and want the students, staff and district to be successful. The community members enjoy participating in school events and show their support for our district in numerous ways. Wanette families are extremely concerned about their children's academic success and strive to help their children in as many ways as possible, but many families experience difficulties helping their children because of lack of resources in their homes. The district realizes this is a significant concern and we work to use the information that we receive to identify and acquire community partners to help families address these needs. Wanette has partnered with the Potawatomie Nation, the Chickasaw Nation, Prevent Blindness Vision Screening, and the Wanette Lions Club. Pottawatomie Health Clinic, Wanette Alumni Association and faith based organizations	2014-2015 2015-2016 2016-2017	Crystal Shaw, Elementary Principal Rick Riggs, Superintendent Kerri Utterback, Pottawatomie Health Collaborative Wanette Alumni Association

Name of School: Wanette 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)**
	to assist our families in finding resources. We are continuously striving to partner with additional agencies and organizations that will assist our families in providing for their children's educational, social, emotional and physical needs.		
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.	Wanette Elementary is a small rural school and the decisions regarding the school calendar, school personnel assignments and budgeting are made by the parents, teachers, administration and the local board of education. Wanette Elementary has developed and implemented school-wide/district leadership and communication procedures to ensure that individuals that will be affected by a decision will have an opinion in that decision. Wanette Elementary has experienced significant staff turnover which has made consistency difficult to establish. Through the evaluation process, teachers who are not effective will be replaced during the 2014-2015 school year with effective highly qualified educators who share our vision for improvement and want to provide an affective and positive learner experience for all students. Professional learning communities will be established in the 2014-2015 school year. The administration team will work with certified and support personnel to develop and implement necessary adaptations/modifications to calendars, schedules and budgets that will positively effect and increase student achievement.	2014-2015 2015-2016 2016-2017	Crystal Shaw, Elementary Principal Rick Riggs, Superintendent Wanette Board of Education

Name of School: Wanette 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)**
	Monitoring – The Superintendent's Advisory Council will meet on a monthly basis to discuss the implementation of the School Improvement Grant as well as identify any barriers that are impeding the implementation of the School Improvement Grant. These barriers will be identified the professional learning community, parents, teachers and administrators. The Superintendent will present council requested changes to the local board of education. **Sustainability** – The Superintendent's Advisory Council will be maintained after the funding period to ensure that the review of school improvement barriers is continued and that operational flexibility needs are addressed.		
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).	The OSDE will continue working with Wanette Elementary to provide technical assistance. Dr. Gracy Taylor will provide Professional Development in the areas of leadership development. Wanette Elementary created a School Improvement Team to complete their WISE needs assessment and participated in the planning of the school's transformation model.	2014-2015 2015-2016 2016-2017	Crystal Ivy, Turnaround Officer Crystal Shaw, Elementary Principal Rick Riggs, Superintendent Dr. Gracy Taylor
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1.	The technology package included in this grant was designed to implement strong student engagement, provide productive, powerful lessons for the teacher, and provide a meaningful systemic process for		Crystal Shaw, Elementary Principal Crystal Ivy, Turnaround

Name of School: Wanette 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)**
2. 3. 4. 5.	reflective feedback. The computer lab that Wanette Elementary contains is repurposed equipment. They are extremely old operating systems and work at a snail pace containing very little memory. Because we are a rural district, our distances from bigger areas hinder our ability to receive technology maintenance. Through this grant, we would like to gain equipment that is reliable and of the very best quality turn our lab into an effective place to learn. More rigorous, engaging, and interactive instruction is a must for our students. Receiving professional development in this area long with differentiated instruction will transform our classrooms into a place where learning is meaningful and applicable.		Officer

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

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

LEA BUDGET NARRATIVE

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

Components to be funded:

5 Day Academy for All Teachers and 10 Day Site-Based Training
In order to meet the requirements of the grant a stipend per day will be paid to each staff member for attending a 5 day academy and 10 day site based training. These activities will directed by the Turnaround Officer, Principal, and Superintendent.
      Stipends-20 teachers X ($20/hr X 6 hrs/day) X 5=$12,000
      Stipends-20 teachers X 10 days X $50/day=$10,000

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

Professional Development
Funding will provide 5 day teacher academy and the 10 days site-based training for the first year. 5 day teacher academy and 5 days of on-site based training for years 2 and 3. Dr. Gracy Taylor, OK Educational Services, LLC will provide professional development at a rate of $2000 per day.

Extended Salaries for Collaboration Time
To provide 90 minutes per week of collaboration time, teachers and staff will meet after school hours 45 minutes/two times per week. The cost for these salaries will be $7500.

Turnaround Officer
Crystal Ivy will serve as the Turnaround Officer for Wanette Elementary. Mrs. Ivy will receive a salary that is commensurate with the state minimum salary schedule for her years of experience plus a $7500 stipend each year. Her salary will begin at $35,500. This salary does not include benefits.

Reading and Math Tutor
1 full time paraprofessional will be hired to be a full time reading and math tutor for the elementary. The salary would be $10,800 each year.

Executive Director of Turnaround Model
Crystal Shaw, Elementary Principal, will work contract hours after the regular school day. She will receive a $7500 stipend each year for overseeing all avenues of the School Improvement Grant.

Individual Merit Pay
If 90% of students in a teacher's class show mastery (75% correct) on the benchmark

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assessments, the teacher will receive a $2500 stipend. This will be awarded annually in June.
Team Merit Pay
All teachers will receive merit pay based on increases of proficiency on OCCT tests as follows:
$1000 stipend for 10%-14% gain,
$2000 stipend for 25% or better gain.
As part of the team, the principal will be awarded merit pay at a factor of 1.5 times the bonus of
the teachers.
Technology
A complete computer lab for the elementary will be purchased including but not limited to: 25
desktop computers, 5 printers, software, hardware, and installation.

Funds will be used immediately after received and upon approval of the Wanette Board of
Education.

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

The Turn-Around Officer's responsibilities will include the following:
- ➢ *Work with the Superintendent and the 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 Wanette Elementary School*
- ➢ *Liaise between the Oklahoma State Department of Education, School Support Teams, Central Office and Wanette Elementary School*
- ➢ *Meet at least quarterly with Oklahoma State Department of Education staff to discuss progress of Wanette Elementary School*
- ➢ *Provide quarterly status reports to the Oklahoma State Department of Education*
- ➢ *Attend all required professional development meetings and trainings*

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

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

SCHOOL BUDGET NARRATIVE

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

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

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

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

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

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

The pre-implementation would allow the school to receive professional development early in order to prepare for our students returning in August.

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

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

- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

- ***School closure***: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

- ***Transformation model***: A transformation model is one in which an LEA implements each of the following strategies:

a. <u>Developing and increasing teacher and school leader effectiveness</u>.

b. <u>Required activities</u>. The LEA must--

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

    (ii) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

        (A) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(B) Are designed and developed with teacher and principal involvement;

(iii) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

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

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

c. Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(i) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

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

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

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

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

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

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

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

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

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

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

      (E) In secondary schools--

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

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

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

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

    e. <u>Increasing learning time and creating community-oriented schools</u>.

      (i) <u>Required activities</u>. The LEA must--

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

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

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

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

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

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

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

f. Providing operational flexibility and sustained support:

     (i) Required activities. The LEA must--

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

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

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

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

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

Increased learning time: means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Lowest-achieving schools: as determined by the state—

On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing in the state. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma)**: A school that, based on scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the state. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state.

Priority School:

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

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

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

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

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

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

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

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

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

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

  a. Analyze the needs of its schools and select an intervention for each school;

  b. Design and implement interventions consistent with these requirements;

  c. Recruit, screen, and select external providers, if applicable, to ensure their quality;

  d. Align other resources with the interventions;

  e. Modify its practices or policies, if necessary, to enable it to implement the
   interventions fully and effectively; and

  f. Sustain the reforms after the funding period ends.

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

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

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

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

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

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

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA Capacity

Level I	Level II	Level III
• None of the indicators for the chosen intervention model are addressed in the LEA application.	• Some of the indicators for the chosen intervention model are addressed in the LEA application.	• All of the indicators for the chosen intervention model are addressed in the LEA application.

LEA Procedures/Polices for External Providers
The written procedure/policy must include the following *steps*:
- o Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- o Research and prioritize available providers, which may include contacting other LEAs that have used the provider;
- o Engage parents and other stakeholders in the review and selection process;
- o Evaluate the external provider's progress toward goals and expectations; and
- o Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

Level I	Level II	Level III
• The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists.	• The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the *steps*.	• The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all *steps*.

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

LEA Integration of Services

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

LEA Modification of Policies and Procedures

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

LEA Sustainability

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

School Needs Assessment and Identification of Intervention Model

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

School SMART Goals

Level I	Level II	Level III
• Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	• Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	• Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time-bound.

School Integration of Services

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

School Modification of Policies and Procedures

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

School Sustainability

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

School Action Plan for Pre-Implementation

Level I	Level II	Level III
• The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*.	• The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed.	• The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.

*Non-Regulatory Guidance on School Improvement Grants

School Action Plan for Intervention Model
The Action Plan must also include the following *additional factors*:

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

Level I	Level II	Level III
• The Action Plan is not complete or does not provide required information regarding the intervention model.	• The Action Plan addresses some of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.	• The Action Plan addresses all the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.

LEA/School Budget Summary*

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

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