

# OKLAHOMA LEA APPLICATION INSTRUCTIONS FY2015 & FY2016 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.

**Oklahoma’s Definition of Focus Schools:** As part of Oklahoma’s ESEA flexibility waiver, the Department is required to annually identify based on the most recent data available, Title I schools that have specific ESEA subgroups with low achievement and/or graduation rates as “Focus” schools. In Oklahoma, those subgroups are African-American, Limited English Proficiency, and Special Education students for low achievement. The subgroups for low graduation rates are AfricanAmerican and Hispanic students.

The U.S. Department of Education requires the number of Focus Schools must be at least 10 percent of the total number of Title I schools in Oklahoma. To satisfy this requirement, schools that satisfy all of the following criteria will be identified as Focus Schools:

1. The school must have a sufficient proportion of their student population belong to at least one of the focus-eligible subgroups.

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- a. The school’s performance on federally required reading and math assessments (i.e., Reading and Math in grades 3-8, Algebra I, and English II) for a focus-eligible subgroup is at or below the focus cut score for that year and subgroup, or
  - b. The average of the school’s graduation rates for a focus-eligible subgroup from the three most recently reported school years is at or below the focus graduation cut for that year and subgroup, unless the school’s graduation rate has significantly improved during that time.
3. The school is not already identified as a Priority school.

**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.

**SIX INTERVENTION MODELS:**

Any Priority and/or Focus Schools an LEA chooses to serve must implement one of six school intervention models: turnaround model, restart model, school closure, transformation model, evidenced-based, whole-school reform, or early learning 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.

Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

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: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

Evidence-based, whole-school reform model –**Only the approved models listed on United States**

**Department of Education’s webpage can be adopted.** This information can be found at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. Under the final requirements, an evidence based, whole school reform model: (1) Is supported by evidence of effectiveness, which must include at least one study of the model that (A) Meets What Works Clearinghouse evidence standards with or without reservation; (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and (c) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multisite sample requirements so long as each study meets the other requirements in this section); (2) Is a whole-school reform model as defined in these requirements; and (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Early learning model: Implement each of the following strategies: (A) Offer full-day Kindergarten; (B) Establish or expand a high-quality preschool program (as defined in these requirements); (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; (3) Replace the principal (although a principal recently hired in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE); (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals; (5) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this

model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system; (7) Use data to identify and implement an instructional program; (8) 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 educational and developmental needs of individual students; (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring 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 implement successfully school reform strategies.

### **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 and/or Focus 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 or Focus 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. The SEA Office of School Turnaround will provide support and perform site visits at each Priority and/or Focus School receiving 1003(g) funds. The primary function of SEA site 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. Priority Schools and Focus 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 and Focus Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools and Focus 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. At least twice a year, the SEA will conduct a meeting for all SIG cohort groups to provide additional PD and allow networking among all Priority Schools and Focus Schools receiving 1003(g) funds.

## **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 and/or Focus School to be served, and the budget section. See the application checklist below for required application forms and documentation.

<b>Required Component/Documentation</b>	<b>Number of Pages</b>
<b>LEA Section</b>	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
LEA Effective Oversight	Up to 5 pages
LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
LEA Eligibility Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages
<b>School Section (to be completed for each school served)</b>	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages

School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Planning Year One	Up to 5 pages
School Action Plan for Engaging Family and Community	Up to 5 pages
School Action Plan for Selected Model	As Needed
<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for <i>each</i> school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for <i>each</i> school served)	Attachment

**APPLICATION SUBMISSION AND DUE DATE**

All grant applications must be received by the Oklahoma State Department of Education no later than **Wednesday, December 14, 2016 at close of business**. 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 FY2015/2016 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2015/2016 application to [beth.steele@sde.ok.gov](mailto:beth.steele@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 on Friday, February 24, 2017. 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 Support.

Beth Steele, Director of School Improvement Grants, Office of School Support [beth.steele@sde.ok.gov](mailto:beth.steele@sde.ok.gov)  
(405) 521-2809

Desarae Witmer, Executive Director of School Support  
[Desarae.Witmer@sde.ok.gov](mailto:Desarae.Witmer@sde.ok.gov)  
(405) 521-3302



## 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 and/or Focus Schools to be served.

Required Component/Documentation	# of Pages
<b>LEA Section</b>	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> LEA Effective Oversight	Up to 5 pages
<input type="checkbox"/> LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
<input type="checkbox"/> LEA Eligibility of Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages

#### APPLICATION COVER SHEET

LEAs must complete one (1) application cover sheet regardless of number of Priority and/or Focus 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, evidence-based, whole-school reform, early learning, 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 report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- D. Sub-grantees will ensure that each Tier I and Tier II School, or each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- E. Sub-grantees will include in any contract with 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).
- F. 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. Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
- c. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
- d. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.
- e. Percentage of limited English proficient students who attain English language proficiency.
- f. Dropout rate;
- g. Graduation rate (if applicable);
- h. Student attendance rate;
- i. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
- j. Discipline incidents;
- k. Chronic absenteeism rates;
- l. Postsecondary student enrollment; and
- m. Teacher attendance rate.

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 school to be served; and
- c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an 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 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.

K. 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 and Focus 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 FY2013 funds. In the second chart, the LEAs must list all schools within the LEA that are being served with FY2014 funds. In the third chart, the LEA must list all schools that are eligible to receive FY2015/2016 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority and/or Focus School is eligible, but is not applying for FY2015/2016 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served” and include them in the final chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools and Focus 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 and Focus 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 and Focus Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
<input type="checkbox"/> 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
<input type="checkbox"/> If applicable, the LEA has outlined how it will modify one element to meet the intent and purpose of the original element in Title VI Subpart 1 or 2 of Part B (REAP Services).	Turnaround, and Transformation Models
<input type="checkbox"/> 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
<input type="checkbox"/> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/web/wpcontent/uploads/2009/09/Turnaround_Teacher_Compencies">http://publicimpact.com/web/wpcontent/uploads/2009/09/Turnaround_Teacher_Compencies</a> .	All Models

<a href="#">pdf.</a>	
<input type="checkbox"/> The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.	All Models
<input type="checkbox"/> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf</a> .	All Models
<input type="checkbox"/> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
<input type="checkbox"/> The LEA has developed budgets for each of the years over the period of availability of the grant, not to exceed 5 years, that directly align to the activities and strategies stated in the plan.	Turnaround, Transformation, Restart, Early Learning
<input type="checkbox"/> 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, Early Learning
<input type="checkbox"/> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority and/or Focus School to be served.	Turnaround, Transformation, Restart
<input type="checkbox"/> 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

<input type="checkbox"/> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measurable objectives (AMOs) in at least reading/language arts and mathematics.	Turnaround, Transformation, Restart, Early Learning Model
<input type="checkbox"/> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	Turnaround, Transformation, Restart, Early Learning
<input type="checkbox"/> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
<input type="checkbox"/> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools.	All Models
<input type="checkbox"/> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart, Early Learning,
<input type="checkbox"/> 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
<input type="checkbox"/> The LEA completes the grant application within the timelines set forth in the application.	All Models
<input type="checkbox"/> 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 databased evidence of the provider's success with similar populations.

## **INTEGRATION OF SERVICES**

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

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



Title II, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> <li>• Salary for instructional facilitator to provide ongoing professional development and coaching</li> </ul>
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<input type="checkbox"/> 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 during the final year of the availability of funds and/or after the funding period for 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.

### **LEA EFFECTIVE OVERSIGHT**

The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office(r)).

### **LEA EVIDENCE-BASED STRATEGIES**

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

### **LEA's ELIGIBLE FOR SERVICES UNDER REAP**

If the LEA is eligible for services under subpart 1 or 2 of part B of Title IV of the ESEA may modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element. The LEA must describe how it will modify the one element if applicable

## **APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(G)**

### **SCHOOL SECTION**

#### **SCHOOL SECTION CHECKLIST**

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

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

**APPLICATION COVER SHEET**

For each Priority School and/or Focus 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 and/or Focus Schools.

For each Priority School and/or Focus 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 and/or Focus 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 and/or Focus 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.

### Early Learning 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 early learning model?
- What changes in policies and procedures must accompany the early learning model?
- What changes in operational practice must accompany the early learning model; and, how will these changes be implemented and sustained?

### Evidence-Based, Whole-School Reform Model

- What is the LEA's capacity to support the evidence-based, whole school reform?
- What steps are in place to analyze the partnership between the LEA and the whole-school reform model developer?
- What steps are in place to make certain reform decisions are based on tangible data and readily transparent to all stakeholders?
- What changes in policies and procedures must accompany the reform?
- What changes in operational practice must accompany the reform; and, how will these changes be implemented and sustained?

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.

(For any LEA eligible for services under subpart 1 & 2 of Title VI of the ESEA, Rural Education Assistance Program that proposes to modify one element of the turnaround or transformation model must include in the narrative which element they will be modifying of the chosen model and how it will meet the intent and purpose of the original element).

### **SCHOOL SMART GOALS**

LEAs must establish annual goals for each of the years over the period of availability of the grant, not to exceed 5 years, for each Priority School and/or Focus School in the areas of reading, mathematics, and graduation rate (if applicable). These goals should

identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

**Strategic and Specific**

**Measurable**

**Attainable**

**Results Based**

**Time Bound**

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

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

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

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

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

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

**Examples of SMART Goals** –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2015-2016 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 each of the years over the period of availability of the grant, not to exceed five years, for each Priority School and/or Focus 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 each of the years over the period of availability of the grant, not to exceed five years.

**SCHOOL INTEGRATION OF SERVICES CHART**

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

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

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



Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<input type="checkbox"/> Professional development in strategies for English Language Learners
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**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 and/or Focus 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 Focus Schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dualenrollment, 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 PLANNING/FULL YEAR ONE**

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 planning year one including specific strategies, persons responsible, and a timeline for actions.

***Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the “planning year” to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlas McCauley***

The document is attached and also available at:

[http://centeronschoolturnaround.org/wpcontent/uploads/2015/03/CenteronSchoolTurnaround\\_SIGPlanning\\_20150310.pdf](http://centeronschoolturnaround.org/wpcontent/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf)

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

In this section of the application, the LEA should explain in detail the plans for engaging families and the community in the selection of the intervention model and involvement throughout the implementation of the selected intervention model.

**SCHOOL ACTION PLAN FOR INTERVENTION MODEL**

The LEA must submit for each school to be served a yearly action plan for each of the years over the period of availability of the grant, not to exceed 5 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 and/or Focus 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 and/or Focus School to be served. The budget pages should be no more than five (5) pages for the LEA and five (5) pages for each school to be served plus attachments.

<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages

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

**LEA BUDGET NARRATIVE**

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds for each of the years over the period of availability of the grant, not to exceed five years. 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 and/or Focus School to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

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

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

### **LEA SUMMARY BUDGET AND JUSTIFICATION**

*\*Note: The period of availability of FY2015 & FY2016 school improvement funds for SEA and all of its LEAs is through September 30, 2021. Because all funds have to be liquidated by September 30, 2021, final claims will need to be submitted no later than June 30, 2021.*

*2017-2018-Planning/Full Implementation*

*2018-2019-Full Implementation*

*2019-2020-Full Implementation*

*2020-2021-Sustainability*

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 and/or Focus 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 FY2016 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 and/or Focus Schools should **not** exceed the maximum allowable during each of the years over the period of availability of the grant for each identified school.

## **PLANNING/FULL IMPLEMENTATION YEAR ONE BUDGET**

The LEA must also provide a budget narrative for each of the Priority Schools and/or Focus Schools for planning/full implementation one activities. The LEA must include a description of any expenditures budgeted on the planning/full implementation year justification page and how they align to the activities described in this application.

*Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the “planning year” to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlas McCauley*

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

**LEA SECTION**

Legal Name of Applicant: White Rock Public School	Applicant's Mailing Address: 334998 East 1010 Road McLoud, OK 74851-3047
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Local Educational Agency Contact for the School Improvement Grant	
Name: Melissa Newport	
Position and Office: Turnaround Officer	
Contact's Mailing Address:  White Rock School, 334998 East 1010 Road, McLoud OK 74851-3047	
Telephone: Melissa Newport cell: 229-251-7686 school: 1(405) 964-3428	
Fax: Email address: mnewport@whiterock.k12.ok.us	
Superintendent (Printed Name): Dr. Bob Gragg	Telephone: 1-405-964-3428
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 Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements. *(federal)*
- B. The sub-grantees will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. *(federal)*
- C. Sub-grantees will report school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. *(federal)*
- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions. *(federal)*
- E. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
  - a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - b. Provide at least five (5) days of site-based training **and** a five (5) day teacher academy or institute for each teacher in each Priority and/or Focus School to be served; and

- c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.
  
- F. Sub-grantees must utilize the technical assistance of the SEA site visits and the online integrated planning and coaching tool.
  
- G. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
  
- H. Sub-grantees must ensure that any school receiving 1003(g) funds and does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
  
- I. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.
  
- J. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

**SCHOOLS TO BE SERVED**

Signature of Superintendent

Date

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

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

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

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

School Name	NCES ID #	INTERVENTION MOD EL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served


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

School Name	NCES ID #	INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served

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

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

**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
<input type="checkbox"/> 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.	White Rock Public School will be implementing the Evidence-Based, Whole School Reform Model. Positive Action was selected as the USDE approved provider of the Whole-School Reform Model. Leadership and intervention staff and/or positions, along with professional development training has been identified. Specific curriculum has not yet been identified for the

	program.
<input type="checkbox"/> The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable.	Not Applicable

<input type="checkbox"/> 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.	The LEA staff and parents were involved in identifying the needs of our district through the Oklahoma 9 Essential Elements of Effective Schools and collective discussions. The Needs Assessment and discussions evidenced the priorities of school /community climate, and for increasing and updating student curriculum. The LEA has chosen the Evidence-Based, Whole-School Reform Model to address these concerns. While stakeholders recognize the need for both climate improvement and curriculum development they sought to implement a plan that
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	<p>allowed the LEA to maintain much of the decision making concerning the specific programs of study implemented. Positive Action was chosen to address the rebuilding of our school/community climate. This program was selected for its research based effects on academic achievement, climate development, and its elements of family outreach. The LEA will partner with Professional Development Consultant, Cindy Heupel to provide additional support to implementing family advocacy. She will also provide the vital support in the curriculum piece by acting as a trainer and facilitator for developing Professional Learning Communities, identifying essential standards, adopting common formal assessments, utilizing data to direct instruction, and curriculum development and alignment.</p>
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<p>□ Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/web/wpcontent/uploads/2009/09/Turnaround_Teacher_Compencies.pdf">http://publicimpact.com/web/wpcontent/uploads/2009/09/Turnaround_Teacher_Compencies.pdf</a>.</p>	<p>The staff at White Rock Public School is 100% highly qualified. Of our 7 certified staff, 1 has a completed Master's Degree; 2 other staff members are currently working on their Master's Degree. The superintendent has a Doctorate Degree and over 40 years of experience as a professional educator in Oklahoma. The person selected as our Turnaround Officer will meet the competencies as outlined in Public Impact. We are confident, motivated, effective, and determined individuals that can monitor the school's program for success.</p>
<p>□ The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.</p>	<p>White Rock is a single-site district serving Pre-K through 8<sup>th</sup> grade. This district is a Priority School that will be served with the SIG funds. The LEA has the ability to serve this site.</p>

<p>□ The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf</a>.</p>	<p>The LEA's superintendent, Dr. Bob Gragg came to White Rock School in the 2015-16 school year. Dr. Gragg has exemplary credentials and leadership skills. Dr. Gragg, a leadership trainer and facilitator expert, is certified in Franklin Covey's 7 Habits of Highly Effective People, Leadership Modulars, Leader in Me, and Leading at the Speed of Trust. Dr. Gragg has more than 40 years of experience in education. Alicia Ebers, current teacher and Assistant Administrator in the district, will transition to the Principal role during the grant period. Mrs. Ebers also joined the staff in 2015 - 16. She is a Reading Specialist and brings this expertise to the role. She has 22 years of experience in elementary education, and has deep community ties. Mrs. Ebers attended White Rock as a child and taught at the school early in her career.</p>
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	<p>Both Dr. Gragg and Mrs. Ebers are committed to rebuilding and strengthening a framework of achievement-oriented collaboration for our learning community, setting high goals, implementing strategies that ensure academic strength, monitoring district successes and/or failures through data tracking, and implementing necessary adjustments.</p>
<p><input type="checkbox"/> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</p>	<p>A planning process was conducted with the initial needs assessment using the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment Checklist. This helped the LEA to select the Evidence-Based, Whole-School Reform Model and identify of Positive Action as partners. Collaboration with school staff, parents, PTSO (Parent/Teacher/Student Organization), and all stakeholders was included in the planning process.</p>

<p>□ The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan.</p>	<p>A budget has been developed for Planning Years 1-3, with a sustainability portion for Year 4. Details and justifications are provided in the attached budget pages and through the application. The budgets were developed from outside vendor quotes (Positive Action, Cindy Heupel), salary schedules, and estimates expenses. Items budgeted include salaries and benefits/burdens (Turnaround Officer, Reading Specialist, Math Specialist, Guidance Coach, Tutors), professional development stipends, training services, curriculum, and technology.</p>
<p>□ 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.</p>	<p>The Turnaround Officer will be a .5 FTE position that will be housed on-site. This employee will be responsible for the day-to-day monitoring of the program. The Turnaround Officer will also work with the OSDE personnel as they provide</p>

	<p>periodic monitoring and assistance. Positive Action will provide professional development, leadership meetings, interaction, feedback and help with monitoring the program to ensure it is implemented with fidelity. Student achievement data will be continually monitored and data walls implemented. Staff will be monitored and evaluated under the Oklahoma TLE.</p>
<p><input type="checkbox"/> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School and/or Focus School to be served.</p>	<p>White Rock leadership and parents have already had discussions about extending the school year. This will require more research and planning. This continues to be under review while working with stakeholders to determine the most beneficial school calendar for our students.</p> <p>White Rock has already partnered with another district (North Rock Creek) to implement a before and after-school program through the 21<sup>st</sup> CCLC grant.</p>

<p>□ The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.</p>	<p>The Turnaround Officer will share duties as the Math Specialist and classroom teacher. The individual has been named as Melissa Newport. Melissa has a teaching certificate with the following areas of endorsement: Elementary Education, Intermediate Mathematics, and Middle Level Mathematics. She will also be completing her Master's Degree in May with the area of School Administration and Supervision. Mrs. Newport has already passed the certification test for Elementary School Principal. The individual will be a 1.0 FTE employee with approximately 0.5 FTE as Turnaround Officer and 0.25 FTE as Math Specialist and 0.25 as classroom teacher.</p>
<p>□ 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.</p>	<p>White Rock will provide a minimum of 90 minutes per week for teacher collaboration focusing on improving student</p>

	achievement. This will also support the LEA goal of creating positive Professional Learning Community (PLC) and the Positive Action model.
<p>□ The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</p>	<p>Melissa Newport has been identified as the LEA Turnaround Officer. Mrs. Newport has demonstrated competencies critical to a Turnaround Officer. She is a highly motivated, energetic individual, willing to set high goals, and work hard in the path to achievement. She exhibits initiative and persistence. Mrs. Newport will complete her Master's of School Administration and Supervision in May of 2017. She has been with the district two years, and demonstrates exceptional management and organizational skills. Mrs. Newport is experienced in the supervisory role and coordinated White Rock's After-School program in the 2015-16 school year.</p>
<p>□ The LEA has demonstrated, through past grant applications, that they</p>	<p>White Rock has recently</p>

<p>have sound fiscal management with limited audit findings.</p>	<p>been under an audit with a few recommendations. White Rock has also recently hired a new superintendent, Dr. Bob Gragg, who has put in place some best practices for financial procedures. With over 40 years of experience he has been able to make adjustments to manage the concerns of the audit and make sound decisions. With these changes in place we do not anticipate the same audit findings in the future.</p>
<p><input type="checkbox"/> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools.</p>	<p>The LEA staff and stakeholders have conducted a self-assessment to evaluate their ability to successfully implement Positive Action. It was determined that the LEA has the ability to design, support, and assess the Positive Action model. White Rock will work in partnership with the Positive Action staff, Cindy Heupel, Professional Development Consultant, and stakeholders to accomplish our goals.</p>



<p><input type="checkbox"/> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</p>	<p>The LEA is committed to sustaining the Whole-School Reform Model in partnership with Positive Action at the conclusion of SIG funding. The funding needed to sustain will be greatly reduced at the end of the SIG grant period. The LEA will then utilize other federal program funds (Titles I, II, VI, and VII), and other state and local funds to continue the sustainability of the program. In 2015-16, White Rock, due to budget shortfall, was forced into deep cuts including a reduction in certified staff by 33%. The LEA is currently following a financial recovery plan. By incorporating the School Improvement Grant with our plan of financial recovery, the sustainability will be increased.</p>
<p><input type="checkbox"/> The LEA completed the grant application within the timelines set forth in the application.</p>	<p>The LEA completed the grant application within the SIG timeline.</p>

***Only For LEAs implementing School Closure***

<input type="checkbox"/> 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.	Not Applicable
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NOTE: If after SEA review of the claim of Lack of Capacity and the required Capacity Chart above, the SEA determines an LEA has more capacity than it has claimed, the SEA will:

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

**LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS**

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

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

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

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

White Rock School (LEA) has chosen to partner with Positive Action: An Evidence-Based Program for Title I Targeted Assistance, School-wide, SIG (NCLB 2016-2017), Comprehensive Support and Improvement (ESSA 2017-18), and other ESSA Title I Programs.

Positive Action has evidence of effectiveness that includes three studies that meet What Works Clearinghouse (WWC) evidence standards and found statistically significant favorable impacts. Positive Action has been WWC-listed since 2006. Positive Action is based in Boise, Idaho and is dedicated to serving children who are considered at-risk.

According to the Federal Register, the Daily Journal of the U.S. Government:

The Assistant Secretary for Elementary and Secondary Education adopts final requirements for the School Improvement Grants (SIG) program, authorized under section 1003(g) of title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). These final requirements make changes to the current SIG program requirements and implement language in the Consolidated Appropriations Act, 2014, that allows local educational agencies (LEAs) to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. Additionally, the final requirements make changes that reflect lessons learned from four years of SIG implementation.

Positive Action studies have shown outcome replication and sustainability. Four studies were completed under replication: RCT: Chicago, RCT: Hawaii, Quasi: Nevada, Quasi: Hawaii. A full list of evidence-based outcomes can be found at What Works Clearinghouse and [positiveaction.net](http://positiveaction.net).

Positive Action has been used for Title I Targeted Assistance Programs, School-Wide, and School Improvement Grants and Comprehensive Support & Improvement. Studies have demonstrated a 45% improvement in standardized reading scores (with this effect being larger in schools with a higher proportion of students receiving free/reduced price lunch). White Rock is a School-Wide Title I school with a free/reduced rate of 85%. This SIG will provide tools schoolwide to teach students skills for learning for the whole student in Pre-K through 8<sup>th</sup> grade, as well as with school climate development tools to reinforce the skills being learned in the classroom. The classroom instruction and school-wide reinforcement approach together improve academics, behavior, and social/emotional development by creating a whole-school environment that is welcoming, inclusive, safe, and promotes learning.

Positive Action is an evidence-based program with over 30 years of development. It will provide White Rock with tools and plans that are proven to be effective, workable, easily implemented, and are economical. This product is already created with an ease of

implementation for faculty. This ease will help with the implementation of Positive Action and also the development of curriculum for the district.

All kits that will be provided through Positive Action to the teachers will contain a manual and complete materials to guide and support the lessons and activities. The tools will include a classroom kit for each teacher at White Rock. These lessons will take 15-20 minutes each day. The Guidance Coach will also be provided with a Counselor's Kit the Turnaround Officer will be provided with a Site-Wide Climate Kit. All tools are complete, engaging, and easy-to-implement. All are based on the same foundational content; this will establish a common vocabulary and shared vision at White Rock.

White Rock will have a simple, logical, coherent and meaningful system through Positive Action. This is based on the philosophy that you feel good about yourself when you do positive actions, and there is a positive way to do everything. The content will use this philosophy while learning through Units 1-6 teaching about the Whole Self and Thoughts-Actions-Feelings Circle.

Members at Positive Action and leadership at White Rock have discussed the need for trainings and professional development at the start of the program and throughout the timeline of the grant. This training will provide optimal success during the grant and sustainability phase. The training and professional development begins with orientation sessions and progresses to Ongoing Trainings in subsequent years. Trainings will be customized to address the needs and goals unique to each school and conducted by Positive Action trainers.

## **INTEGRATION OF SERVICES**

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

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	Provide .5 of one full-time teacher and 2

	<p>paraprofessionals for Prekindergarten-Kindergarten. The Prekindergarten-Kindergarten program provides language, literacy, mathematics, and interpersonal skills for children in Preschool and Kindergarten.</p> <p>Provide .5 paraprofessional to support instruction in the combined 1<sup>st</sup>-2<sup>nd</sup> Grades.</p> <p>Provide professional development.</p> <p>Provide instructional materials.</p>
Title II, Part A	Provides technology support through RLIS (587).
Title III, Part A	Not Applicable
Title VI, Subpart 1 or 2 of Part B, if applicable	Not Applicable
Other Federal Resources Title VII (Indian Education)	Provide partial salary for a paraprofessional which to work within the classroom giving support to classroom instruction.
Other Federal Resources School Improvement Project (515)	Provide technology, instruction materials, and a paraprofessional to help with reading interventions.
Other Federal Resources <input type="checkbox"/> Child Nutrition Program • After School Snack Program	Provide an after school snack for students attending White Rock extended-day program.
• State Resources <input type="checkbox"/> Reading Sufficiency Act (367)	Assist with literacy intervention technology to support Tier II and Tier III students.

Local Resources <input type="checkbox"/> <i>List here.</i>	

**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.

White Rock Public School District will make the following modifications to policies and/or procedures:

- Modify the school calendar to include additional professional development days.
- Develop class schedules that provide teachers a minimum of 90 minutes for collaboration each week.
- Modify schedules to incorporate invention time with Math and Reading Specialists.
- Develop an after-school tutoring program for students in reading and math.

A School Improvement Council was formed during the development of this grant application. The Council will meet quarterly to monitor the progress of the program and to address concerns that may arise. The Council will act in coordination with and the support of Positive Action. Current members and additional positions (if funded) of the School Improvement Council include:

- Superintendent: Bob Gragg
- Principal: Alicia Ebers
- Turnaround Officer: Melissa Newport
- SPED Director: Natalie Fesler
- Parent: Catherine Harris
- Board Member/Community: Ben Webster
- Teacher: Lori Chesser
- Parent: Leann Shatto

White Rock's policies and procedures are in place regarding requisitions, purchasing, service providers, employment, evaluation, and staff/student duties and responsibilities. Any modification to existing policies and procedures will be made as needed for successful implementation of the SIG grant. Any new policies and/or procedures that are needed will be approved and implemented upon consultation with approval of the Board of Education. No specific policies and procedures were identified that might inhibit effective implementation of the Evidence-Based, Whole-School Reform Model and Positive Action.

### **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.

The White Rock School is a small, rural, high poverty district with a single Pre-Kindergarten to 8th Grade site. The school is not within the limits of any town or city, but is a true rural setting. Several communities are represented and partially lie within the district boundaries including Meeker, McLoud, Harrah, and Wellston. In 2016 patrons passed a bond for renovations to the school cafeteria and gymnasium. Although the community, as well as faculty and staff, are vested in the success of our district; a disconnect is evident between White Rock's staff and community members. The disconnect seems to have transpired over a period of time as a number of changes occurred with the district leadership, including administration and the board of education. The school has experienced a

reduction of teachers through attrition and nonrenewal of contracts due to our state's revenue failure. This situation has significantly increased our student/teacher ratio. This variation has impacted students, faculty, and support personnel.

The LEA disseminated and analyzed the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment, and participated in collective discussions with stakeholders to determine the priorities for the focus of White Rock's School Improvement Grant. Throughout the LEA's examination, rebuilding a framework of collaboration and improving curriculum were reoccurring themes. The LEA has formed a School Improvement Council consisting of faculty, administration, a board member, and parents to work toward these objectives. It is the LEA's goal as we partner with Positive Action and Professional Development Consultant, Cindy Heupel to restore a climate of achievement-oriented collaboration among stakeholders, reestablish confidence in the longevity of school staff, and develop/update curriculum. White Rock School's staff and leadership will continue to communicate with stakeholders through meetings and surveys and implement needed adjustments.

The LEA has been involved in discussions pertaining to the strategies necessary for transitions that may occur and will be working collaboratively with Professional Development Consultant, Cindy Heupel, to produce a formal plan by July 1.

The LEA will partner with Positive Action to develop a culture of family and community engagement, and promotes academic achievement, positive behaviors, social and emotional development, and mental and physical health. Additionally, the LEA will partner with the Professional Development Consultant who will guide us in the development of a Professional Learning Community that focuses on learning, achievement-oriented collaboration, data analysis, curriculum development, and academic results.

Positive Action requires a four to five year effort to fully implement this comprehensive system. The LEA realizes that this whole-school reform model requires fidelity of implementation to sustain a lasting influence for our district. Positive Action is a research-based program that has demonstrated sustainability in a quasi-experimental long-term study. The LEA has included a combination of online, onsite, and embedded professional development in the effort to facilitate authentic and sustaining transformation. The LEA's goal is to impact, with endurance, student achievement and the school/community culture.

Positive Action and our Professional Development Consultant will provide ongoing trainings and professional development over the course of the SIG grant timeline. The LEA will provide a 5 day academy at the beginning of each school year. This academy will be prior to the routine beginning-of-the-year professional development and will focus on the goals and implementation of Positive Action and grant requirements. The academy will be conducted through a combination of efforts by Positive Action and the Professional Development Consultant.



Years 1 – 4 of the School Improvement Grant will include both on-site, online, and embedded trainings/consulting/PD. Positive Action will include 4 days of on-site of professional development in the 1st year of implementation and 3 days (beginning, mid-year, end of year wrap-up) each year after including the sustainability year. Sixteen hours of online training/consultation is included for each year of the grant including the sustainability year.

Year 1 will include 8 hours of online training prior to onsite training and 8 hours following the onsite training. Years 2 – 4 includes 8 hours for general consulting and 8 hours for the LEA’s Guidance Coach/Positive Action Project Coordinator. Positive Action includes training/professional development to specifically meet the needs of the key leadership and Guidance Coach and foster sustainability. Positive Action will provide online trainings in Years 5-8 after the grant timeline to further support White Rock’s sustainability efforts.

In addition to the training provided by the Professional Development Consultant at the onset of each school year, the consultant will provide embedded professional development throughout the timeline of the grant. Although the frequency of embedded professional may be modified slightly to accommodate specific needs, it will include four days at the beginning of the year for the academy requirements (one day provided by Positive Action) and approximately four days thereafter. Year 1 & 2 will include 40 days of embedded professional development. Years 3 & 4 will include 30 days of embedded professional development as we work toward sustainability.

New staff will have access to online training/consultation, peer mentoring, and time to train with the Professional Development Consultant. Key leadership will participate in additional training from Positive Action and the Professional Development Consultant.

The LEA will be working with the Professional Development Consultant to select an online planning tool and a formative and summative data system for the collection and management of data. We will be working closely with the consultant throughout the planning months of March through June to have a these strategies in place prior to July 3.

Due to the financial situation our district is experiencing and the reduction in staff, the LEA will require additional staff to implement the required and invaluable 90 minute collaboration time. The LEA has developed a plan which would allow our small district to implement time for teachers to engage in Professional Learning Communities.

The Professional Learning Communities, under the guidance of the Professional Development Consultant, Cindy Heupel will analyze data, choose common formal assessments, and develop and align curriculum. Instruction and supportive coaching in this area will be designed to increase the internal capacity of each grade level and content area to identify the essential state standards, align the scope and sequence and develop units. A focus on the development of common and formative assessments for purpose of identifying challenge areas within each content area will be addressed. The sessions will be customized to support the identified challenge areas within each content area and lesson design.

The LEA is currently in financial recovery. We began the year with a negative fund balance of approximately \$67,000. The previous superintendent had established a financial recovery plan which includes reducing staff, consolidating grade levels, and implementing a four-day school week. The LEA will continue on the path of financial recovery utilizing the time with the School Improvement Grant to strengthen our financial status as we address critical student and community needs (both cultural and academic).

The LEA will seek additional funding sources to further support the sustainability efforts at the end of the School Improvement Grant. The LEA will utilize other federal program funds (Titles I, II, VI, and VII), and other state and local funds to continue the program.

Our schoolwide plan is currently approved by the Oklahoma State Department of Education, and with will undergo revision based on elements of the SIG grant application. Our goals and action steps will be incorporated into the revised schoolwide plan.

### **LEA EFFECTIVE OVERSIGHT**

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

- Collaboration with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Collaboration with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

- Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Collaboration with OSDE on implementation and progress of chosen model.

White Rock is naming the Turnaround Officer as Melissa Newport. She is a highly motivated, energetic teacher. She will complete her Master's Degree in School Administration and Supervision in May 2017. She has been with the district 2 years and demonstrates exceptional management and organizational skills. Mrs. Newport is experienced in the supervisory role as the Coordinator of the 21st CCLC afterschool program for the 2015/2016 school year.

The Turnaround Officer will be responsible for the day-to-day management, oversight, and monitoring of the implementation of the Positive Action Whole-School Reform Model. The turnaround Officer will collaborate with the Principal, Alicia Ebers, and the Superintendent, Dr. Bob Gragg. This leadership team will help to ensure that the district resources are provided, and available for support and implementation of the school-wide program.

The Turnaround Officer, Principal, and Guidance Coach will collaborate to ensure the program's success and ensure that it is being carried out in the classroom. This team will also serve as a bridge between faculty/staff and the parents and community. Goals of building a positive relationship between parents, students, faculty, and the community, immediate and long-term needs at the school will require collaboration and support from the entire school staff. After presenting the opportunity for this SIG funding to teachers at the most recent staff meeting a genuine support from all was expressed. The turnaround officer will share the progress, goals, and action plan with staff.

Currently, administration discusses challenges, successes, and finds ways to 'clear the path'. Clearing the path involves finding ways to help solve problems that school staff and faculty may have. It will be important for the Turnaround Officer, Assistant Administrator, and Superintendent/Principal to be available to staff to 'clear the path' to find the best ways possible to implement Positive Action, develop new curriculum, and build positive relationships with parents and community. By clearing the path any potential barriers should be removed.

Mrs. Newport will be responsible for aligning activities listed in the School Improvement Grant with other district initiatives (PLC's, professional development, curriculum development, and data management) to help foster a positive learning and working environment. She will work closely with the Positive Action Program, Guidance Coach, and Cindy Heupel. This collaboration will foster effective implementation for the Whole-School Reform Model.

Communication with Positive Action will be a responsibility of the Turnaround Officer. She will manage the classroom kits, school site kits, services, and professional development opportunities provided by Positive Action. Mrs. Newport will participate in and research all resources that are available for faculty and staff through Positive Action. She will be on-site and will be available to coordinate all visits and conferences with the Positive Action staff.

The Turnaround Officer will collaborate with staff from the Oklahoma State Department of Education while implementing the Positive Action kits at White Rock. The Turnaround Officer will maintain communication with the OSDE staff and keep them informed on the progress of the program results. She will consult, meet, and deliver information to OSDE as requested.

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

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

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

The White Rock School District proposes to implement the Positive Action whole-school reform model for Pre-Kindergarten to 8th grade in White Rock School. Positive Action includes components for leadership, faculty, students and parents. The LEA distributed and analyzed the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment and participated in discussions with stakeholders through staff meetings, the newly formed Parent/Teacher/Student Organization meeting, and parent-teacher conferences. Additionally, the LEA considered OCCT/EOI Assessment Data, the Oklahoma A-F Report Card, student grades, Renaissance Assessment, and Literacy First Assessment. The White Rock School community is a high poverty area with 22% of our student population identified as Special Education Students.

The LEA's Turnaround Officer will serve as the facilitator for Positive Action and will be responsible for the management, oversight, and monitoring of implementation. The Turnaround Officer will collaborate with Superintendent, Dr. Bob Gragg and Assistant

Administrator, Alicia Ebers to ensure work with the LEA's Guidance Coach/Positive Action Coordinator to implement school-home connection elements of the reform program. The Guidance Coach will act as a lead for faculty and staff.

Year 1 of the School Improvement Grant, Positive Action will be conducting four consulting/training/PD sessions. One 2 day session will train the entire staff with a special session for the leaders of the project prior to implementation of the program. Two 1 day sessions will be a whole day for all school personnel, family and community members involved in the project. There will be 16 hours of online training (8 hours prior to the onsite training and 8 hours after the onsite training).

Year 2 will include 1 day of consulting/training/PD sessions at the beginning of the year, 1 day mid-year to review and plan for the remainder of the year, and 1 day to wrap-up at the end of the school year. Year 2 will include 16 hours of online consultation/training (8 hours for the Guidance Coach and 8 hours of general consulting).

Year 3 will include 1 day of consulting/training/PD at the beginning of the school year, 1 day mid-year to review and plan for the rest of the year, and 1 day to wrap-up at the end of the school year. Year 3 will include 16 hours of online consulting/training (8 hours for the Guidance Coach and 8 hours for general counseling).

Year 4 will include 1 day of consulting/training/PD at the beginning of the year, 1 day mid-year to review and plan for the rest of the year, and 1 day to wrap-up at the end of the school year. Year 4 will include 16 hours of online consulting/training (8 hours to consult/train the Guidance Coach, 8 hours for general consulting).

The LEA's Professional Development Consultant will conduct 3 days of training for Years 1-4. She will conduct 40 days of embedded professional development in years 1-2 and 30 days in years 3-4.

The LEA has partnered with Positive Action to address the cultural needs of the school/district and community. Positive Action provides tools (through materials and professional development) to increase family and community engagement, and increase academic achievement. Additionally, the LEA is partnering with Cindy Heupel, a Professional Development Consultant, to assist in the professional growth of our faculty and staff and in the alignment/development of curriculum. The LEA seeks to impact the culture of our school and community by implementing a comprehensive model that targets academics, behavior, and social development.

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

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

*Not Applicable*

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

**SCHOOL SECTION**

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

<b>School Name: White Rock School</b> <b>Address: 33498 East 1010 Road</b> <b>McLoud, OK 74851</b>	<b>SIG Site Contact: Melissa Newport</b> <b>Name &amp; Position: Turnaround Officer</b>  <b>Phone#: 1 (405) 964-3428</b> <b>Email Address:</b> <a href="mailto:mnewport@whiterock.k12.ok.us">mnewport@whiterock.k12.ok.us</a>
<b>Grade levels enrolled (SY14-15):</b> <b>Pre-K through 8<sup>th</sup> Grade</b>	<b>Number of Students Enrolled (SY14-15):</b> <b>126</b>
<b>Title I Status:</b> <input checked="" type="checkbox"/> <b>Schoolwide Program</b> <input type="checkbox"/> <b>Targeted Assistance Program</b> <input type="checkbox"/> <b>Title I Eligible School</b>	
<b>Intervention Model Selected:</b> <input type="checkbox"/> <b>Turnaround Model</b> <input type="checkbox"/> <b>Closure</b> <input type="checkbox"/> <b>Restart</b> <input type="checkbox"/> <b>Transformation</b> <input type="checkbox"/> <b>Early Learning</b> <input checked="" type="checkbox"/> <b>Evidence-Based, Whole-School Reform</b>	

<b>Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years.</b>	
<b>Year 1: SY 2017-18</b>	<b>\$485,284</b>
<b>Year 2: SY 2018-19</b>	<b>\$474,229</b>
<b>Year 3: SY 2019-20</b>	<b>\$473,850</b>
<b>Year 4: SY 2020-21</b>	<b>\$120,121</b>
<b>Total Amount of Funding Requested for this School</b>	<b>\$ 1,553,484</b>

**SCHOOL NEEDS ASSESSMENT**

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

White Rock Public School, a single-site offering grades PreK – 8th, has been identified as a Priority School. The district is a small, rural, high poverty site. The school site is not included in any town or city, it is located in a true rural setting. Several distinct communities are represented within the district boundaries including Meeker, Harrah, McLoud, and Wellston.

The school involved stakeholders by assessing needs of the district. During the planning phase, the LEA selected the Research-Based, Whole-School Reform Model. The Oklahoma 9 Essential Elements of Effective Schools was initially collected from staff at the district. This needs assessment was asked to be completed by the PTSO members during a meeting.

During the PD with teachers and staff communication about the grant application everyone expressed an interest in moving toward the Whole-School Reform Model. The leadership team presented the options and it was an overall a supportive decision made by staff to enter into the Positive Action decision. Teachers at White Rock are among the most dedicated staff that you will meet and they are willing to make changes to the school to make a more positive place for the students, parents, and community.

A leadership team was formed to analyze the results of the needs assessment and to include information collected from the teachers at the PD and from parents at the PTSO meeting. The team then evolved into the new School Improvement Council to work on needs of the district during the implementation of the Positive Action kits, Curriculum Development, and Whole School Reform.

After completing the needs assessment and reviewing needs collected from collaborative meetings, additional data was gathered and analyzed by the planning team that included student demographics, staff and student attendance, discipline referrals, and parent participation. Student achievement data included OCCT results, EOI results (Algebra I only), Study Island Benchmarks, Star Reading, and Literacy First assessments.

It was evident to the planning committee and stakeholders that the school was failing in areas of reading and math, and in need of improvement. Other areas of concern were from the teachers feeling that the parents are not involved in the school.

Stakeholders on the planning committee determined that corrective action was needed in the areas of changing the school environment and culture, curriculum development, and recovering from staff losses from the previous school year. Extensive professional development that would be supportive with whole-school reform. The planning committee made the recommendation to pursue School Improvement Grant funding and decided on the Evidence-Based, Whole-School Reform Model with the choice as the best opportunity for success and improvement. Additional meetings were conducted and the Positive Action was decided as the most appropriate partner for whole-school reform and improvement. Dr. Gragg, Superintendent, notified the Board of Education of the application for SIG funding and gained approval.

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

<b>Student Achievement Data</b> (OCCT, Benchmarks, District Assessments, Report Cards)	<b>Perception Data</b> (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	<b>Demographic Data</b> (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT/EOI Assessment Data	Staff Meetings	Poverty/Low Income
Oklahoma A-F Report Card	PTSO (Parent/Teacher/Student	Attendance Records



	Organization) Meeting	
Students Grades	Parent-Teacher Conferences	Accreditation Statistical Page
Renaissance Learning Assessments	Oklahoma 9 Essential Elements of Effective School Needs Survey	Special Education data (22% of the school)
Literacy First		Discipline Records

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

Name	Title	Stakeholder Group
Dr. Bob Gragg	Superintendent	District Administration
Alicia Ebers	Early Childhood Teacher/Assistant Administrator	District Administration/Teacher
Melissa Newport	Middle School Teacher	Teacher
John Perdue	Athletic Director	Teacher/Coach
Benny Webster	Board Member	Board Member
Natalie Fesler	Special Education Director	Special Education
Catherine Harris	PTSO President	Parent
Lori Chesser	Early Childhood Teacher	Teacher
Callie	8 <sup>th</sup> Grade Student	Student
Macey	7 <sup>th</sup> Grade Student	Student

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

White Rock Public School conducted the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment including parents and staff. In addition to the needs assessment, collaborative meetings were held. One meeting included all staff at White Rock and the other meeting was the PTSO. A School Improvement Council was then formed representing administration, teachers, a board member,

and parents. After analyzing these results a leadership team determined the needs expressed by the school stakeholders and any change that was recommended.

The Council gathered and analyzed data that includes student demographics, attendance, discipline, parent participation, surveys, and student achievement. Student achievement includes OCCT results, EOI results (Algebra I only), Study Island Benchmarks, Literacy First assessments, and Renaissance Learning reading assessments.

Results of the needs survey, meetings, collaborative conversations, and data mentioned above are incorporated into making recommendations for curriculum needs, effective school culture change, adding additional staff resources for a schoolwide plan that could lead to school improvement.

During the SIG application process, the Council looked at available options for school improvement and went further into actual school reform. The Council took the results from the Needs Assessment, meetings, collaborative conversations, and student achievement and demographics to determine a course of action. A critical component of the analysis was determining the highest needs expressed from all stakeholders: teachers, parents, students, and administration. The highest expressed needs were curriculum, staff, intervention for math and reading, and technology. These needs will call for a drastic change and finding the right path to achieve student success, staffing teachers and intervention, and community engagement.

Ultimately it was resolved that the Evidence-Based, Whole-School Reform Model was most appropriate for the situation at White Rock. Within the models for whole-school reform approved by the United States Department of Education, the Positive Action model was found most closely aligned with the recommendations of the Council.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p><b>School Profile:</b> Includes student and staff data</p>	<p>White Rock Public School has 123 students Pre-K through 8<sup>th</sup> grade as of October 1, 2016. This represents 67% White/Caucasian, 24% Two or More Races, 7% American Indian, 1% Black, and 1% Hispanic. By gender, there are 56% females and 44% males. Approximately 22% of all students are on an IEP.</p> <p>There are 9 Certified Staff members at White Rock. Staff consists of 1 Superintendent, 1 Assistant Administrator/Teacher, 1 Special Education Director/Teacher, 5 classroom teachers, and 1 Paraprofessional. All staff are highly qualified. In addition there are 10 Support Staff including 4 Paraprofessionals, 2 Cafeteria Staff/Custodians, 2 Bus Drivers, 1 Maintenance, and 1 Office/Secretarial Staff.</p>
<p><b>Curriculum:</b> Includes academic expectations, alignment to Oklahoma Academic Standards, and the process to monitor, evaluate and review curriculum</p>	<p>White Rock Public School is currently aligned with Oklahoma Academic Standards. However, the LEA is lacking curriculum resources, and the existing curriculum is not vertically aligned. All stakeholders: teachers, parents, and students expressed a need for new curriculum, textbooks, and technology. With this grant, it will enable teachers to have time to develop curriculum and purchase curriculum that will align with the Academic Standards. With this in mind, the goal for curriculum is to</p>

	provide an increase in math and reading scores schoolwide each year of the grant period.
<p><b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of assessment data</p>	Classroom data walls are posted to show benchmark test results. In addition, Literacy First assessments and results are used to determine Tier Levels for all students in Early Childhood. All classroom data is monitored by individual teachers and shared monthly in whole-school meetings. The partnership with Positive Action will help facilitate an increase in test scores.
<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	White Rock has a computer lab that is available for student use. Teachers each have a lab top that is checked out to use for school purposes and is important for Smartboard use in the classroom. Last school year about 40 iPads were purchased for teacher and student use to integrate technology in the classroom. Teachers have expressed the need for technology to be considered as part of the curriculum development process.
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	White Rock strives to provide a safe, secure, positive learning environment. We have focused on academic achievement the last few years due to the low success rate on OCCT and benchmark tests. White Rock teachers are working diligently to present curriculum using their best efforts. Challenges for teachers

	<p>include combined classes, large class sizes, minimal intervention support, and limited time for planning. During collaboration meetings and while gathering information for this grant teachers expressed a concern about parental involvement. The LEA selected Positive Action to help develop a more positive climate where teachers and parents can collaborate together to provide the best learning environment for students.</p>
<p><b>Student, Family, and Community Support:</b> Includes communication methods, engagement efforts, and parents as partners</p>	<p>White Rock encourages communication with parents and the community. Methods of communication include parent-teacher conferences, parent meetings, automated call system, weekly notes, event flyers, direct teacher-parent contact, school website, and a Facebook page. Parents expressed concerns about teachers being involved in activities outside of school like the school dance. White Rock chose Positive Action which offers Family and Community Kits which will help engage teachers and families to work together with the community to provide the best positive culture and learning environment for students.</p>
<p><b>Professional Growth, Development, and Evaluation:</b> Includes professional development plan, capacity building, and evaluation process</p>	<p>White Rock has professional development for teachers, but we are looking at options to make it more effective in linking it to classroom success. White Rock teachers are diligent workers and each fulfill multiple responsibilities, additional tasks outside of the</p>

	<p>classroom, even when beneficial, can be demanding to already busy staff. In partnering with Positive Action for training and Cindy Heupel for professional development we are looking at addressing the connection between what is learned in professional development training and what is happening in the classroom. Positive Action provides professional development with a whole-school approach to produce results. They will work with staff on analyzing pre and post data. Information and knowledge gained from professional development are only useful if applied. The Turnaround Officer and Guidance Coach will be available as resources and support for staff in the implementation of Positive Action. The current PD plan will be evaluated and revised to focus on activities that directly impact each classroom.</p>
<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision</p>	<p>Administration at White Rock Public School is committed to collaborate in decision making that results in new policies and procedures that are for the betterment of the district. The Superintendent, Principal, Turnaround Officer, and Guidance Coach will take the lead in much of the decision making as it relates to the implementation of the SIG grant. The staff at White Rock work really well together, with skills such as dedication, hard work, and success driven. A common vision that exists at White Rock is – “Put kids first.” When we</p>

	<p>make decisions at White Rock it is always important that the driving force of leadership and staff is to make kids first every time.</p>
<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming</p>	<p>White Rock uses every resource, whether it be staffing, curriculum, or volunteers at maximum capacity. With the resources of this grant White Rock will be able to add resources such as math and reading specialists, tutors, paraprofessional, and professional development that will be key to Whole-School Reform. The master schedule for the district will need to be revised and should be completed during the planning stage in the spring semester. Students will have additional intervention with math and reading. To initiate this Whole-School Reform Model additional resources will be needed in staffing. The master schedule will allow for at least 90 minutes of collaboration time for teachers each week. The SIG application requests an infusion of financial resources to add intervention staff, intensive professional development, curriculum development, materials, and consultation with Positive Action staff for the implementation of the Whole-School Reform Model.</p>
<p><b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>White Rock has initiatives in place to review data and accommodate the need for collaboration, analysis of data, and goals. Steps have been taken to improve collaboration among faculty by adjusting class schedules and</p>

	<p>increasing the amount and quality of professional development activities. Data will be continuously gathered and monitored to guide instruction. Success of the program will be evaluated on a consistent basis with modifications made as necessary. White Rock's leadership team will work closely with Positive Action and Cindy Heupel to monitor data and improve overall achievement at the school.</p>
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**SCHOOL IDENTIFICATION OF INTERVENTION MODEL**

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

The White Rock School is a small, rural, high poverty district with a single Pre-kindergarten to 8th Grade site. The school is not within the incorporated limits of any town or city, but is a true rural setting. Several communities are represented and partially lie within the district boundaries including Meeker, McLoud, Harrah and Wellston. In 2016 patrons passed a bond for renovations to the school cafeteria and gymnasium. Although the community as well as faculty and staff are vested in the success of our district, a disconnect is evident between White Rock's staff and community members. The disconnect seems to have transpired over a period of time as a number of changes occurred with the district leadership including both the superintendent/principal and the board of education. Additionally, the school has experienced a reduction of teachers through attrition and nonrenewal of contracts due to our state's revenue failure. This situation has significantly increased our student/teacher ratio impacting students, faculty, and support personnel.

As faculty and community members participated in the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment and the accompanying discussions, the need for rebuilding a framework of collaboration and teamwork was a reoccurring theme. The LEA considered the following: OCCT/EOI (Algebra I only), Oklahoma A-F, student grades, Renaissance Assessments, and Literacy First Assessments. Stakeholders have formed a School Improvement Council consisting of faculty, administration, board member, and



parents. It is the LEA's goal, as we partner with Positive Action and our Professional Development Consultant, Cindy Heupel, to restore trust and promote achievement-focused collaboration to our learning community. White Rock staff and leadership we will continue to communicate with stakeholders through meetings and surveys and make needed adjustments.

As faculty and community members participated in the needs assessment and planning sessions the need for rebuilding a framework of collaboration between all stakeholders was a reoccurring theme. We have formed a School Improvement Council consisting of faculty, administration, board member, and parents. Stakeholders when asked to prioritize our district's needs identified It is the LEA's goal as we partner with Positive Action and our Professional Development Consultant, Cindy Heupel, to restore trust and teamwork to our relationship between parents and the LEA's staff. Resources available through the School Improvement Grant would be utilized to aid in bridging the breach that between faculty community.

### **SCHOOL SMART GOALS**

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

SMART Reading/Language Arts Goals
Goal for 2017-2018: 70% of all students in grades 3-8 at White Rock School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2017-2018 school year.
Goal for 2018-2019: 76% of all students in grades 3-8 at White Rock School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2018-2019 school year.
Goal for 2019-2020: 82% of all students in grades 3-8 at White Rock School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2019-2020 school year.
Goal for 2020-2021: 90% of all students in grades 3-8 at White Rock School will score

proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2020-2021 school year.

Rationale: Based on test results, all students in grades 3-8 at White Rock School scored 63% in reading on the Oklahoma Core Curriculum Test for the 2015-2016 school year. The goals are attainable based on awarding of a School Improvement Grant, and the support and implementation of the Positive Action Reform Model and new curriculum development.

#### SMART Mathematics Goals

Goal for 2017-2018: 62% of all students in grades 3-8 at White Rock School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2017-2018 school year.

Goal for 2018-2019: 71% of all students in grades 3-8 at White Rock School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2018-2019 school year.

Goal for 2019-2020: 80% of all students in grades 3-8 at White Rock School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2019-2020 school year.

Goal for 2020-2021: 90% of all students in grades 3-8 at White Rock School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2020-2021 school year.

Rationale: Rationale: Based on test results, all students in grades 3-8 at White Rock School scored 53% in mathematics on the Oklahoma Core Curriculum Test for the 2015-2016 school year. The goals are attainable based on awarding of a School Improvement Grant, and the support and implementation of the Positive Action Reform Model and new curriculum development.

#### SMART Graduation Rate Goals

Goal for 2017-2018: Not Applicable

Goal for 2018-2019: Not Applicable
Goal for 2019-2020: Not Applicable
Goal for 2020-2021: Not Applicable
Rationale: Not Applicable for Pre-K through 8th grade district.

**INTEGRATION OF SERVICES**

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

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	<p>Provide .5 of one full-time teacher and 2 paraprofessionals for Prek-Kindergarten. The Prek-Kindergarten program provides language, literacy, mathematics, and interpersonal skills for children in Preschool and Kindergarten.</p> <p>Provide .5 paraprofessional to support instruction in the combined 1<sup>st</sup>-2<sup>nd</sup> Grades.</p> <p>Provide professional development.</p> <p>Provide instructional materials.</p>
Title II, Part A	Provides technology support through Rural and Low Income Schools (587).
Title III, Part A	
Title VI, Subpart 1 or 2 of Part B, if applicable	
Other Federal Resources <input type="checkbox"/> Title VII (Indian	Provide partial salary for a paraprofessional to work within the classroom giving support to

Education)	classroom instruction.
<input type="checkbox"/> School Improvement Project (515)	Provide technology, instruction materials, and a paraprofessional to help with reading interventions.
<input type="checkbox"/> Child Nutrition Program <ul style="list-style-type: none"> <li>• After School Snack Program</li> </ul>	Provide an after school snack for students attending White Rock extended-day program
<ul style="list-style-type: none"> <li>• State Resources <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Sufficiency Act (367)</li> </ul> </li> </ul>	Assist with literacy intervention and assessment technology to support Tier II and Tier III students.
Local Resources <input type="checkbox"/> <i>List here.</i>	

**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.

White Rock School District will make the following modification to policies and/or procedures:

- Modify the school calendar to include additional professional development days.
- Revise class schedules that will provide teachers at least 90 minutes for collaboration each week.
- Designate Math and Reading Specialists to provide additional support for students who are struggling.

A School Improvement Council has been formed during the grant application process. The Council will meet to monitor the progress of the program and address concerns that may arise. The Council will coordinate with the support of the Positive Action Team and Cindy Heupel.

No specific policies and procedures were identified that might inhibit effective implementation of the Evidence-Based Whole-School Reform Model and Positive Action. Policies and procedures are in place regarding requisitions, purchasing, service providers/contracts, employment, evaluation, and staff/student duties and responsibilities. Any modification to existing policies and procedures will be made as needed for successful implementation of the SIG grant. Any new policies/procedures that are needed will be approved through the Board of Education.

### **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 White Rock School is a small, rural, high poverty district with a single Pre-Kindergarten to 8<sup>th</sup> Grade site. The school is not within the limits of any town or city, but is a true rural setting. Several communities are represented and partially lie within the district boundaries including

Meeker, McLoud, Harrah, and Wellston. In 2016 patrons passed a bond for renovations to the school cafeteria and gymnasium. Although the community as well as faculty and staff are vested in the success of our district, a disconnect is evident between White Rock's staff and community members. The disconnect seems to have transpired over a period of time as a number of changes occurred with the district leadership, including administration and the board of education. The school has experienced a reduction of teachers through attrition and nonrenewal of contracts due to our state's revenue failure. This situation has significantly increased our student/teacher ratio impacting students, faculty, and support personnel.

The LEA disseminated and analyzed the Oklahoma 9 Essential Elements of Effective Schools Needs Assessment, and participated in collective discussions with stakeholders to determine the priorities for the focus of White Rock's School Improvement Grant. Throughout the LEA's examination, rebuilding a framework of collaboration and improving curriculum were reoccurring themes. The LEA has formed a School Improvement Council consisting of faculty, administration, a board member, and parents to work toward these objectives. It is the LEA's goal as we partner with Positive Action and Professional Development Consultant, Cindy Heupel to restore a climate of achievement-oriented collaboration among stakeholders, reestablish confidence in the longevity of school staff, and develop/update curriculum. White Rock School's staff and leadership will continue to communicate with stakeholders through meetings and surveys and implement needed adjustments.

The LEA has been involved in discussions pertaining to the strategies necessary for transitions that may occur and will be working collaboratively with Professional Development Consultant, Cindy Heupel, to produce a formal plan by July 1.

The LEA will partner with Positive Action to develop a culture of family and community engagement, and promotes academic achievement, positive behaviors, social and emotional development, and mental and physical health. Additionally, the LEA will partner with the Professional Development Consultant who will guide us in the development of a Professional Learning Community that focuses on learning, achievement-oriented collaboration, data analysis, curriculum development, and academic results.

Positive Action requires a four to five year effort to fully implement this comprehensive system. The LEA realizes that this whole-school reform model requires fidelity of implementation to sustain a lasting influence for our district. Positive Action is a research-based program that has demonstrated lasting effects in a quasi-experimental long-term study. The LEA has included a combination of online, onsite, and embedded professional development in the effort to facilitate authentic and sustaining transformation. The LEA's goal is to impact, with endurance, student achievement and the school/community culture.

Positive Action and our Professional Development Consultant will provide ongoing trainings and professional development over the course of the SIG grant timeline. The LEA will provide a 5 day academy at the beginning of each school year. This academy will be prior the routine beginning-of-the-year professional development and will focus on the goals and implementation of Positive Action and grant requirements. The academy will be conducted through a combination of efforts of Positive Action and the Professional Development Consultant.

Years 1 – 4 of the School Improvement Grant will include both on-site, online, and embedded trainings/consulting/PD. Positive Action will include 4 days of on-site of professional development in the 1st year of implementation and 3 days (beginning, mid-year, end of year wrap-up) each year after including the sustainability year. Sixteen hours of online training/consultation is included for each year of the grant including the sustainability year.

Year 1 will include 8 hours of online training prior to onsite training and 8 hours following the onsite training. Years 2 – 4 includes 8 hours for general consulting and 8 hours for the LEA's Guidance Coach/Positive Action Project Coordinator. Positive Action includes training/professional development to specifically meet the needs of the key leadership and Guidance Coach and foster sustainability. Positive Action will provide online trainings in Years 5-8 after the grant timeline to further support White Rock's sustainability efforts.

In addition to the training provided by the Professional Development Consultant at the onset of each school year, the consultant will provide embedded professional development throughout the timeline of the grant. Although the frequency of embedded professional may be modified slightly to accommodate specific needs, it will include four days at the beginning of the year for the academy requirements (one day provided by Positive Action) and approximately four days thereafter. Year 1 & 2 will include 40 days of embedded professional development. Years 3 & 4 will include 30 days of embedded professional development as we work toward sustainability.

New staff will have access to online training/consultation, peer mentoring, and time to train with the Professional Development Consultant. Key leadership will participate in additional training from Positive Action and the Professional Development Consultant. New staff will have access to online training/consultation through Positive Action, peer mentoring, time to train with the Professional Development Consultant, and individual tutoring from the Turnaround Officer and Guidance Coach.

The LEA will be working with the Professional Development Consultant to select an online planning tool and a formative and summative data system for the collection and management of data. We will be working closely with the consultant throughout the planning months of March through June to have a these strategies in place prior to July 3.

Due to the financial distress our district is currently experiencing and the reduction in staff, the LEA will require additional staff to implement the required and invaluable 90 minute collaboration time. The LEA has developed a plan which would allow our small district to implement time for teachers grades Prek-3<sup>rd</sup>, and teachers Grades 4th-8th to engage in Professional Learning Communities.

The Professional Learning Communities, under the guidance of the Professional Development Consultant Cindy Heupel will analyze data, choose common formal assessments, and develop and align curriculum.

The LEA is currently in financial recovery. We began the year with a negative fund balance of approximately \$67,000. The previous superintendent had established a financial recovery plan which includes reducing staff, consolidating grade levels, and implementing a four-day

school week. The LEA will continue on the path of financial recovery utilizing the time with the School Improvement Grant to strengthen our financial status as we address critical student and community needs (both cultural and academic).

The LEA will seek additional funding sources to further support the sustainability efforts at the end of the School Improvement Grant.

Our schoolwide plan is currently approved by the Oklahoma State Department of Education, with will undergo revision based on elements of the SIG grant application. Our goals and action steps will be incorporated into the revised schoolwide plan.

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

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

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

White Rock Public School District is a small, rural, high poverty, single-site district serving Pre-K through 8th grade. The site is a true rural setting that is not located in city limits of any town. The district serves students from Meeker, McLoud, Harrah, and Wellston.

Faculty and staff at White Rock are a dedicated, hardworking team of individuals who pull together and do whatever it takes to get the job done. The district took steps to involve all stakeholders during the planning period for selecting the Evidence-Based Whole-School Reform Model. Positive Action was identified as the program that would best serve our district. Oklahoma's 9 Essential Elements for Effective Schools Needs Assessment was collected from teachers and staff, and from parents at the PTSO meeting. Collaborative discussions were organized to identify and prioritize the needs of the school. Topics of concern were discussed at a professional development meeting with teachers, with parents at the PTSO meeting, and with students at school. A leadership team was formed to analyze the results of the needs assessment and provide direction in the pursuit of the School Improvement Grant. White Rock will continue to coordinate with these stakeholders through meetings, surveys, family nights, and other measures for the time of this grant and subsequently to insure sustainability of the improvement is achieved.

A leadership team consisting of the Principal, Turnaround Officer, Guidance Coach, Professional Development Consultant, and Positive Action representatives will implement programs for engaging families and community members at White Rock.



Implementation will occur through the timeline of the SIG grant and during the sustainability period. White Rock has worked to put measures in place to continue the programs beyond the SIG timeline.

The staff at White Rock have worked together on identifying family activities that may have the greatest impact on students' success and changing the culture at the school district. The plan will be implemented to help foster healthy families, healthy school environment, and a positive overall change to the culture of the school.

This leadership team will meet quarterly during the grant period to identify needs of specific parents, families, students, or stakeholder groups to create plans and implement efforts to meet the needs. A few plans for engaging families on an ongoing basis are listed below:

- White Rock newly formed a PTSO (Parent/Teacher/Student Organization) that will allow all voices to be heard from the stakeholders listed. This organization will be a support to the school district.
- Thanksgiving Meal: The Thanksgiving Meal is available in the month of November. Parents, grandparents, guardians, and other family members are invited to join their students during the lunch period.
- Family Nights: Families will be invited out to White Rock for 'Family Nights'. Through Positive Action there will be family kits and community kits that are purchased with activities that are research-based and proven to provide a positive culture change. The kits will be used during family nights each year of the grant. Year 1 it will be scheduled to host 4 family nights, Year 2, it will be scheduled to host 4 family nights, Year 3, it will be scheduled to host 7 family nights, and Year 4, it will be scheduled to host 7 family nights.
- Breakfast with Mommy/Daddy: Breakfast with parents will be an event that occurs twice a year, once each semester. Parents will be invited to join their children in the cafeteria of the school. Members of the leadership team, school faculty, and staff will all be available to greet parents and discuss upcoming projects/events. Results have shown that these small events go a long way in establishing a positive relationship between all stakeholders.

- **Classroom Newsletters:** Teachers will send classroom newsletters to communicate with parents what is happening in their child’s classroom. Newsletters are a great way to reach parents on a regular basis so they know what is needed for materials, volunteers, and resources in the classroom. Newsletters are also ways to communicate positive remarks about student behavior.
- **Automated Call System:** District Superintendent, Dr. Bob Gragg will conduct Robo Calls to communicate with parents/guardians to communicate important information that needs to go out in a timely manner.
- **Award Assemblies:** White Rock will continue to host monthly award assemblies that focus on a positive leadership attribute such as ‘teamwork, integrity, honesty, etc. Gordon Cooper Representatives are invited out to present the STEM award, other community members are invited to attend and participate with the students.
- **Volunteer Reading Buddies:** A volunteer reading buddy is willing to listen to and read with children who are working on their reading skills. The volunteer needs to be able to listen to the child reading and give positive feedback and praise the student. Staff members, parents, older students, retirees, and community partners can be considered as volunteers.

## **SCHOOL ACTION PLAN**

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

In preparation for the full implementation of White Rock’s Research-Based, Whole-School reform model additional staff will be hired and some current staff will be reassigned.

Melissa Newport will be named as the half-day Turnaround Officer/SIG Coordinator. She will monitor and oversee the implementation of Positive Action. Mrs. Newport will continue to teach one-half of the day, splitting that time between the regular class and working as the Math Specialist with struggling students.

Ashley Spence will be reassigned as the Guidance Coach/Positive Action Coordinator. She will act as the lead resource for teachers and for the implementation of Positive Action. Mrs. Spence currently works as an Intervention Paraprofessional in our district. She holds a Bachelor's of Science in Psychology and is completing a Master's in Human Services in Marriage and Family Counseling.

Alicia Ebers will be reassigned to the position of Reading Specialist. She will deliver intervention support to Tier II and Tier III students, and conduct administrative duties.

New hires will include an Early Childhood Teacher, Elementary Instructor, Activity Instructor and one Para-Professional.

Upon notification of the grant award at the end of February, White Rock will begin a more intense phase of planning. Superintendent, Bob Gragg; Turnaround Officer, Melissa Newport; Assistant Administrator, Alicia Ebers; and Professional Development Consultant, Cindy Heupel will begin planning for an August implementation of Positive Action and professional development. The Professional Development Consultant will, in cooperation with White Rock's leadership team, develop strategies that focus on facilitating whole school collaboration. The LEA will plan and schedule the 5 Day Academy, purchase and organize Positive Action materials, and narrow the emphasis of the initial professional development.

### **Year 1 Implementation**

**March 2017 ATTEND STATE MEETING**-School leadership, Turnaround Officer, and Guidance Coach attend SIG Overview meeting with State Department heads for schools who have been awarded SIG grants.

### **August 2017 POSITIVE ACTION CONSULTATION AND TRAINING**

4-hours of Positive Action online seminar training with Turnaround Officer, Guidance Coach, leadership and other key personnel.

2-day onsite Positive Action consulting and training for Turnaround Officer, Guidance Coach, leadership and other key personnel.

1 day of onsite Positive Action consulting with Turnaround Officer, Guidance Coach, school leaders and other key personnel plus, observing classrooms (if possible).

1-day of Positive Action onsite training: Turnaround Officer, Guidance Coach, leadership, teachers, school support staff and other SIG personnel, i.e. family and community liaisons, and other consulting.

### **September 2017--2018 POSITIVE ACTION PROGRAM IMPLEMENTATION:**

- Classroom implementation – All lessons, approximately 15-20 minutes 2 to 4 days a week until end of year.
- School Climate/Culture implementation daily.
- Family Classes – Once: 4 sessions – Approximately 1 per quarter.
- Community outreach – Organize coalition and coordinate with possible community partners.

**September—January, February 2018 POSITIVE ACTION TRAININGS AND CONSULTING**

- 8 hours online Positive Action training and consulting for Turnaround Officer, Guidance Coach, leadership and other key personnel, as needed.
- 1-day onsite: Consulting and training with Turnaround Officer, Guidance Coach, leadership, and other key personnel regarding: status report, goals progress, performance review, sharing, support, and other Items-January 2018.

**February-May 2018**

- 4-hours of Positive Action online webinar training. Consultation with Turnaround Officer, Guidance Coach, leadership and other key personnel.

**June 2018 POSITIVE ACTION TRAINING AND CONSULTING: 1-DAY ONSITE**

- 1-day onsite Wrap-up training and consulting:  
     ½ day training for Turnaround Officer, Guidance Coach, leadership, teachers, support staff and other key personnel.  
     ½ day consulting with Turnaround Officer, Guidance Coach, leadership and other key personnel for second year planning. – June 2018

**Year 2 Implementation**

**August 2018 POSITIVE ACTION CONSULTATION AND TRAINING**

- 4-hours of Positive Action online seminar training with Turnaround Officer, Guidance Coach, leadership and other key personnel.
- 1-day onsite Positive Action consulting and training for Turnaround Officer, Guidance Coach, leadership and other key personnel.  
     1-day of Positive Action onsite training: Turnaround Officer, Guidance Coach, leadership, teachers, school support staff and other SIG personnel, i.e. family and community liaisons, and other consulting.

**September 2018 POSITIVE ACTION PROGRAM IMPLEMENTATION:**

- Classroom implementation – All lessons, approximately 15-20 minutes 2 to 4 days a week until end of year.

- School Climate/Culture implementation daily.
- Family Classes – Once: 4 sessions – Approximately 1 per quarter.
- Community outreach – Organize coalition and coordinate with possible community partners.

**January, February 2019 POSITIVE ACTION TRAININGS AND CONSULTING**

- 8 hours online Positive Action training and consulting for Turnaround Officer, Guidance Coach, leadership and other key personnel, as needed.
- 1-day onsite: Consulting and training with Turnaround Officer, Guidance Coach, leadership, and other key personnel regarding: status report, goals progress, performance review, sharing, support, and other Items-January 2018.

**February-May 2019**

- 4-hours of Positive Action online webinar training. Consultation with Turnaround Officer, Guidance, leadership and other key personnel.

**June 2019 POSITIVE ACTION TRAINING AND CONSULTING: 1-DAY ONSITE**

- 1-day onsite Wrap-up training and consulting:  
     ½ day training for Turnaround Officer, Guidance Officer, leadership, teachers, support staff and other key personnel.  
     ½ day consulting with Turnaround Officer, Guidance Officer, leadership and other key personnel for second year planning. –

**Year 3 Implementation**

**August 2019 POSITIVE ACTION CONSULTATION AND TRAINING**

- 4-hours of Positive Action online seminar training with Turnaround Officer, Guidance Officer, leadership and other key personnel.
- 1-day onsite Positive Action consulting and training for Turnaround Officer, Guidance Officer, leadership and other key personnel.  
     1 day of onsite Positive Action consulting with Turnaround Officer, Guidance Officer, school leaders and other key personnel plus, observing classrooms (if possible).

**September 2019 POSITIVE ACTION PROGRAM IMPLEMENTATION:**

- Classroom implementation – All lessons, approximately 15-20 minutes 2 to 4 days a week until end of year.
- School Climate/Culture implementation daily.

- Family Classes – Once: 7 sessions – Approximately 1 per month.
- Community outreach – Organize coalition and coordinate with possible community partners.

**January, February 2020 POSITIVE ACTION TRAININGS AND CONSULTING**

- 8 hours online Positive Action training and consulting for Turnaround Officer, Guidance Coach, leadership and other key personnel, as needed.
- 1-day onsite: Consulting and training with Turnaround Officer, Guidance Coach, leadership, and other key personnel regarding: status report, goals progress, performance review, sharing, support, and other Items-January 2018.

**February-May 2020**

- 4-hours of Positive Action online webinar training. Consultation with Turnaround Officer, Guidance Coach, leadership and other key personnel.

**June 2020 POSITIVE ACTION TRAINING AND CONSULTING: 1-DAY ONSITE**

- 1-day onsite Wrap-up training and consulting:  
     ½ day training for Turnaround Officer, Guidance Coach, leadership, teachers, support staff and other key personnel.  
     ½ day consulting with Turnaround Officer, Guidance Coach, leadership and other key personnel for second year planning. –

**Year 4 Implementation**

**August 2020 POSITIVE ACTION CONSULTATION AND TRAINING**

- 4-hours of Positive Action online seminar training with Turnaround Officer, Guidance Coach, leadership and other key personnel.
- 1-day onsite Positive Action consulting and training for Turnaround Officer, Guidance Coach, leadership and other key personnel.  
     1 day of onsite Positive Action consulting with Turnaround Officer, Guidance Coach, school leaders and other key personnel plus, observing classrooms (if possible).

**September 2020 POSITIVE ACTION PROGRAM IMPLEMENTATION:**

- Classroom implementation – All lessons, approximately 15-20 minutes 2 to 4 days a week until end of year.
- School Climate/Culture implementation daily.

- Family Classes – Once: 7 sessions – Approximately 1 per month.
- Community outreach – Organize coalition and coordinate with possible community partners.

**January, February 2021 POSITIVE ACTION TRAININGS AND CONSULTING**

- 8 hours online Positive Action training and consulting for Turnaround Officer, Guidance Coach, leadership and other key personnel, as needed.
- 1-day onsite: Consulting and training with Turnaround Officer, Guidance Coach, leadership, and other key personnel regarding: status report, goals progress, performance review, sharing, support, and other Items-January 2018.

**February-May 2021**

- 4-hours of Positive Action online webinar training. Consultation with Turnaround Officer, Guidance Coach, leadership and other key personnel.

**June 2021 POSITIVE ACTION TRAINING AND CONSULTING: 1-DAY ONSITE**

- 1-day onsite Wrap-up training and consulting:
  - ½ day training for Turnaround Officer, Guidance Coach, leadership, teachers, support staff and other key personnel.
  - ½ day consulting with Turnaround Officer, Guidance Coach, leadership and other key personnel for second year planning.

**March-July 2017 (Planning)**

Mrs. Heupel will work with the leadership team and Guidance Coach to plan out specific needs for staff. The needs assessment will include knowledge and skill level of the teachers and staff. Parents and students will be surveyed to find the perception of the district. The needs assessment and survey will be utilized to determine where we are and to measure of growth. Professional Development will be structured based on the needs assessment and perception analysis. Qualitative and Quantitative data will be reviewed before structuring the Professional Development plan. A plan for the 5 day Teacher Academy will be developed at this time. Mrs. Heupel will work with the district leadership team about PLC’s, Student Advocacy and curriculum development before presenting to the entire staff in the fall.

**August 2017**

During the 5 day Teacher Academy Mrs. Heupel will begin to develop the staff’s understanding of the Professional Learning Community (PLC), Student Advocacy, and curriculum development. Student Advocacy is a system, a partnership between the parent, student, and the school. It is a way to engage families, improve relationships, and utilize family involvement to boost student achievement.

Staff will be trained and supported to care about students and their families. They are aware of student progress and act as champions for the students. Advocates provide a bridge from school to home and serve as primary contacts.

**August –December**

Mrs. Heupel will assist White Rock in establishing PLC's, leadership team coaching, and student advocacy. She will provide individual guidance to PLC's and work with leadership to develop student advocacy teams. She will work with leadership, and staff as a whole to learn how to facilitate student advocacy.

**January – May**

Mrs. Heupel will direct White Rock's focus to curriculum development and alignment.

**Year 2**

**August 2018 – May 2019**

Mrs. Heupel will guide White Rock through intense, highly focused curriculum development where the team will identify essential standards, align scope and sequence, develop units of study, and determine common formative assessments.

**Year 3**

**August 2019 – May 2020**

Mrs. Heupel will continue the focus from year 2 and further identify essential standards, align scope and sequence, develop units of study, and determine common formative assessments.

**Year 4**

**August 2020 – 2021**

White Rock teachers and staff will work with Mrs. Heupel to further refine the units of study, PLC's, Student Advocacy, and curriculum development. It is in this year of sustainability that changes become deeply embedded in the school culture.



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

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

9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.			

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>  (include alignment of additional resources)	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
1. Replace the principal who led the school prior to commencement of the transformation model.			

<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observationbased assessments of performance and ongoing collections of professional practice reflective of student achievement and increased highschool graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>			
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<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model</b> <b>(include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>

<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provide for them to improve their professional practice, have not done so.</p> <p style="text-align: right;">1</p>			
<p>4. Provide staff with ongoing, highquality, job-embedded professional development (<i>e.g.</i>, regarding subjectspecific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligne with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p style="text-align: right;">1</p>			

**Name of School:**

<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model</b> <b>(include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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.			
6. Use data to identify and implement an instructional program that is researchbased 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.			

<b>Name of School:</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
9. Provide ongoing mechanisms for family and community engagement.			
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.			
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).			
12. List any additional permissible strategies the LEA will implement as part of the transformational model.			

**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)
<b>Provide detailed information regarding the plan to close a Priority and/or Focus School.</b>			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			



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

<b>Name of School:</b>			
<b>Early Learning Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Early Learning Model (LEA must implement actions 1-9)</b>			
1. Offer full-day kindergarten; and establish or expand a high-quality preschool program.			
2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;			
3. Replace the principal who led the school prior to commencement of the early learning model;			
4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);			

5. Use the teacher and principal evaluation and support system described in section A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and			
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<b>Name of School:</b>			
<b>Early Learning Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;			
6. 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 skill necessary to meet the needs of students in the school, taking into consideration the results from the teacher and support system described in section A.2(d)(1)(A)(ii) of these requirements, if applicable;			

<p>7. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards; and in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socioemotional skills, self-regulation, and executive functions;</p>			
<p><b>Name of School:</b></p>			
<p><b>Early Learning Model</b></p>	<p><b>LEA Design and Implementation of the Intervention Model</b> <b>(include alignment of additional resources)</b></p>	<p><b>Timeline for Implementation</b></p>	<p><b>Name and Position of Responsible Person(s)</b></p>
<p>8. 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 educational and developmental needs of individual students;</p>			

<p>9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subjectspecific 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 implement successfully school reform strategies.</p>			
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**Name of School:**

Evidenced-Based, Whole-School Reform Model	<p align="center"><b>Description of the Implementation (Only the approved models listed on the United States</b></p> <p align="center">Department of Education’s webpage can be adopted.</p> <p align="center">Information can be found at</p> <p align="center"><a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>.</p>	Timeline for Implementation	Name and Position of Responsible Person(s)
<b>Requirements for the Evidenced-Based, Whole-School Reform Model LEAs must implement actions (1-3)</b>			
<p>1. Is supported by evidence of effectiveness, which must include at least one study of the model that meets <i>What Works Clearinghouse</i> evidence standards with or without reservations; found a statistically significant favorable impact on a student academic achievement or attainment outcome, with</p>	<p>Positive Action has evidence of effectiveness that includes three studies that meet What Works Clearinghouse (WWC) evidence standards and found statistically significant favorable impacts. Positive Action has been WWC-listed since 2006. The populations in the study mirror that of Kimberley Park Elementary. According to the WWC review, Positive Action improved student achievement an average of 14 percentile points in reading and math and improved student attainment by reducing retentions in grade and absenteeism. Positive Action, Inc. is submitting three studies for consideration: one quasi-experimental matched-control study that, because it included demonstration of pretest comparability on academic outcome measures, meets WWC evidence standards with reservations (Flay &amp; Allred, 2003), and two randomized controlled trials (RCTs) that meet WWC evidence standards without reservations (Snyder et al., 2010; Bavarian et al., 2013).</p> <p>In both of the RCTs, schools were randomly assigned to conditions (Positive Action and Control) from matched pairs (10 pairs of urban, suburban and rural schools [primarily Pacific Island, Asian and White students] in Hawaii and 7 pairs of disadvantaged inner-city schools in Chicago [primarily African American, Hispanic and White students] so that, despite the small numbers, schools in the two conditions were statistically equivalent at baseline. In each trial, a cohort of students was followed, from grades 2 and 3 to grade 5 in Hawaii and from grades 3 to 8 in Chicago. For academic outcomes consistent with the WWC, we report below the Improvement Index (II, percentile gain for the average student; this means that some results appear to be different than the originally reported %RRs); for behavioral outcomes affecting academic outcomes, we report the percent relative improvement (%RR, the difference</p>		

<p>no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the <i>What Works Clearinghouse</i>; and if meeting <i>What Works Clearinghouse</i> evidence standards with reservation, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively</p>	<p>between groups at post-test minus any difference at pretest all divided by the control group pretest mean); for both kinds of outcomes, we also report (where available) the related standardized effect size (ES). Achievement: The Quasi-Experimental study (Flay &amp; Allred, 2003), which used archival, school-level data from a large urban southeastern school district (primarily White, African American, Hispanic, Caribbean and Native American students), suggested that Positive Action produced effects on multiple student outcomes during elementary school.</p> <p>These included a 45% improvement in standardized reading scores (with this effect being larger in schools with higher proportions of students receiving free/reduced price lunch). This study also allowed for follow-up analysis of the performance of students in middle schools and high schools with different proportions of Positive Action graduates from elementary schools. Middle schools with higher proportions of Positive Action graduates reported a 21% increase in standardized reading scores and a 16% increase in standardized math scores. High schools with higher proportions of Positive Action graduates also reported improved scores on standardized tests: 11% for reading and 10% for math. This study suggests that Positive Action improves the program schools of the elementary level as well as the schools they feed into for both middle school and high school.</p> <p>The above report references the review conducted by WWC. The full report may be located at the following link.  <a href="http://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_positive_action_042307.pdf">http://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_positive_action_042307.pdf</a></p>		
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**Name of School:**

Evidenced-Based, Whole-School Reform Model	<b>Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>.</b>	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>meet the large and multi-site sample requirements so long as each study meets the other requirements in this section;</p>			
<p>2. Is a whole-school reform model as defined in these requirements;</p>	<p>Positive Action is one of the evidence-based, whole-school reform models identified by the United States Department of Education. (<a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>)  <a href="http://www2.ed.gov/programs/sif/sigevidencebased/positiveactionstratynarrative.pdf">http://www2.ed.gov/programs/sif/sigevidencebased/positiveactionstratynarrative.pdf</a>  <a href="http://www2.ed.gov/programs/sif/sigevidencebased/positiveactionevidence.pdf">http://www2.ed.gov/programs/sif/sigevidencebased/positiveactionevidence.pdf</a></p> <p>Positive Action is an evidence-based, comprehensive program with a simple, logical, and meaningful philosophy that if you feel good about yourself when you do positive actions, and there is a positive way to do everything. The program content will use this philosophy to teach about the Whole Self and Thoughts-Actions-Feelings Circle. It is a comprehensive model which includes materials, professional development/training, and an ease of administration. It provides tools for developing family and community engagement, and addresses the whole student including academic, behavioral, social and emotional development, and mental and physical health. It empowers an entire school to have a common vocabulary and shared goals. Positive Action is evidenced to have significant impact on both academics and behavior.</p>		



<p>3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.</p>	<p>If awarded the School Improvement Grant White Rock School will be partnering with Positive Action, an evidenced –based, whole-school reform model. Positive Action will be conducting onsite professional development throughout the years of the grant, including the year of sustainability. Online training/consultation will also be conducted, and a modified online training will be available in years 5-8. White Rock School has a letter of commitment from Positive Action and is eager to partner with them if awarded the School Improvement Grant.</p>	<p>There will be additional planning during the months of March – July with implementation of Positive Action to begin in August 2017. Implementation will continue for years 2017-18, 2018-19, 2019-2020, and 2020-2021. The program will be implemented beyond the grant years, but the partnership with Positive Action will be at a reduced level.</p>	<p>Bob Gragg, Superintendent</p> <p>Alicia Ebers, Assistant Administrator</p> <p>Melissa Newport, Turnaround Officer</p>
<p>4. Identify components of the Evidenced-Based, Whole-School Reform Model and the staff assigned to ensure the components are</p>	<p>Components of the Evidenced-Based, Whole-School Reform Model include the following:  Daily Positive Action Lessons for each teacher PreK–8  Family Classes &amp; Parent Handbooks (7 per year  Community Engagement (to help develop coalitions)  Special Education Daily Lessons  Elementary Climate, Secondary Climate (for school climate)  Bullying Prevention, Elementary and Secondary Drug Education (as needed)</p>	<p>Implementation will begin in August 2017 and will continue for the timeline of the grant.</p>	<p>Alicia Ebers, Assistant Administrator</p> <p>Melissa Newport, Turnaround Officer</p>

being implemented.	Counselor’s Kit and Conflict Resolution Online Professional Development Onsite Professional Development		Ashley Spence, Guidance Coach  Classroom Teachers
5. Provide staff with ongoing, highquality, 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.	Each year of the grant the LEA will provide a five day teacher academy prior to the start of school. This academy will be in addition to general staff development routinely provided and will be specific to providing site-based training on initiatives to support the goals of the School Improvement Grant and information on the research-based model implemented, Positive Action. This training will be conducted in-combination, by Positive Action and by the Professional Development Consultant, Cindy Heupel. In Year 1 of the grant timeline, Positive Action will provide two days of training at the beginning of the year. One day for all trainers and staff and one day specific to key leadership. Two additional days will be provide during the school year, one mid-year and a day of wrap-up at the end of each year. We will have 16 hours of online training/consultation/PD provided through Positive Action and 30 - 40 hours (30 hours in Years 1 & 2, 40 hours in Years 3 & 4) of embedded PD with Cindy Heupel for each year of the awarded grant years, including the sustainability years. Through Positive Action the Guidance Coach/Positive Action Project Coordination and the leadership team will receive training specific to their roles. Additionally, Cindy Heupel will work with key leadership in deepening their understanding of their role in the academic and cultural of the school/district.	Professional development will begin late July or August 2017 with the 5 Day Academy. Embedded professional development will begin in August 2017 and will continue at 3- 4 days per month (dependent on need). There will be 40 days of embedded professional development for Year 1 and Year 2. Year 3 and Year 4 will include 30 days of embedded professional development working toward	Melissa Newport, Turnaround Officer  Positive Action Representatives  Cindy Heupel, Professional Development Consultant

		sustainability.	
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<b>Name of School:</b>			
<b>Evidenced-Based, Whole-School Reform Model</b>	<b>Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>.</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
6. Use data to identify and implement an instructional program that is researchbased and “vertically aligned” from one grade to the next as well as aligned with State Academic Standards.	<p>Positive Action provides a comprehensive research-based model. It meets the goals of the ESSA (Every Student Succeeds Act) and has literacy standards embedded into the classroom lessons. Concepts are scoped, sequenced, and spiral throughout the curriculum. Positive Action will promote shared goals and provide the LEA a common vocabulary.</p> <p>The LEA will be working with Cindy Heupel, Professional Development Consultant, to expand further on the academic benefits of this program.</p> <p>Instruction and supportive coaching will be designed to increase the internal capacity of each grade level and</p>	The LEA will begin working with Cindy Heupel, Professional Development Consultant, in March and continue through the timeline of the grant.	<p>Alicia Ebers, Assistant Administrator</p> <p>Melissa Newport, Turnaround Officer</p> <p>Cindy Heupel, Professional Development Consultant</p>

	<p>content area to identify the essential state standards, align the scope and sequence and develop units. White Rock currently has access to results from the OCCT, Literacy First Testing Instrument, Renaissance Star Test, and Renaissance Early Literacy. The LEA will focus on the development of common and formative assessments for purpose of identifying challenge areas within each content area will be addressed. The sessions will be customized to support the identified challenge areas within each content area and lesson design. White Rock School is committed to developing/adopting a curriculum that is aligned across grade levels and meets the needs of the high-poverty population that is served.</p>		
<p>7. Promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.</p>	<p>The LEA currently utilizes benchmark tests, Literacy First Testing Instrument, Renaissance Star Test, and Renaissance Early Literacy to assess reading skills and monitor progress. White Rock recently instituted Voyager Sopris to better meet the intervention, assessment and monitoring needs of our Tier II and Tier III students. We are working toward the establishment of data walls to heighten our ability to identify needs and differentiate instruction. When White Rock School receives funding notification of the School Improvement Grant we will be working with Professional Development Consultant, Cindy Heupel, to guide us in further developing our assessment tools. White Rock School will gain invaluable knowledge and experience through the implementation of Professional Learning Communities and our work with Cindy Heupel.</p>	<p>In the planning period, March-July of 2016, the leadership team will begin our partnership with the Professional Development Consultant. Professional development will begin in August. From August to May, the consultant will work with teachers and staff conducting leadership guidance,</p>	<p>Alicia Ebers, Assistant Administrator</p> <p>Melissa Newport, Turnaround Officer</p> <p>Cindy Heupel, Professional Development Consultant</p>

		whole-school training, and embedded professional development. The relationship will continue for the timeline of the grant.	
8. Provide additional opportunities to increase academic, social, and physical health of students contributing to a wellrounded education.	<p>The LEA works in partnership with North Rock Creek School in the 21<sup>st</sup> Grant to provide an After-School Program that offers enhancement activities (including music, archery, arts and crafts, media and photography, STEM, student voice and choice, cooking, sports clinic, and 4-H).</p> <p>If the LEA is a grant recipient White Rock will, (in addition to the enhancement activities now offered) provide after-school tutoring in Math and Reading. Furthermore, White Rock will cultivate our capabilities to meet Tier II and Tier III students' needs by adding a Math Specialist and a Reading Specialist to our staff. These specialists will provide small group interventions to students during the day. Although we have personnel on staff that can meet this need we must fill the position they now hold in order make this a reality.</p> <p>White Rock School also partners with Red Rock Counseling services. Red Rock offers licensed counselors who are able to work with our students to provide mental health assistance. Red Rock offers a Wrap-Around program that can work with the entire family.</p>	<p>The 21<sup>st</sup> Century will be in place for the next two more years. At the end of this five year grant White Rock and North Rock Creek plan to submit a renewal grant application. Reading and math after-school tutoring will begin in September 2017 and will continue for the timeline of the grant.</p> <p>White Rock will continue the partnership with Red Rock for the timeline of the grant.</p>	Melissa Newport, Turnaround Officer
9. Provide ongoing mechanisms for family and community engagement.	The LEA works in partnership with North Rock Creek School in the 21 <sup>st</sup> Grant to provide an After-School Program that offers enhancement activities (including	The Turnaround Officer and Guidance Coach	Alicia Ebers, Assistant Administrator

	<p>music, archery, arts and crafts, media and photography, STEM, student voice and choice, cooking, sports clinic, and 4-H).</p> <p>If the LEA is a grant recipient White Rock will, (in addition to the enhancement activities now offered) provide after-school tutoring in Math and Reading. Furthermore, White Rock will cultivate our capabilities to meet Tier II and Tier III students' needs by adding a Math Specialist and a Reading Specialist to our staff. These specialists will provide small group interventions to students during the day. Although we have personnel on staff that can meet this need we must fill the position they now hold in order make this a reality.</p> <p>White Rock School also partners with Red Rock Counseling services. Red Rock offers licensed counselors who are able to work with our students to provide mental health assistance. Red Rock offers a Wrap-Around program that can work with the entire family.</p> <p>Plans currently in place for engaging families on an ongoing basis are listed below. This School Improvement Council will meet quarterly throughout grant period to identify additional or changing needs and create action plans for meeting those needs. The Turnaround Officer will be responsible for overseeing the analysis and implementation of family and community engagement, but will work in collaboration with the Council, key leadership, and stakeholders.</p> <ul style="list-style-type: none"> <li>• Positive Action comprehensive program includes the professional development and the materials for organizing community outreach by organizing a coalition and coordinating with possible community partners.</li> </ul>	<p>will be organizing and scheduling the family and community activities in the Spring of 2017. The activities will continue through the timeline of the grant.</p>	<p>Melissa Newport, Turnaround Officer</p> <p>Ashley Spence, Guidance Coach</p>
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	<ul style="list-style-type: none"> <li>• Through Positive Action, White Rock School will conduct provides for conduct Family Classes. Monthly family sessions will be scheduled with approximately one per month of each school year.</li> <li>• White Rock has a newly formed a PTSO (Parent/Teacher/Student Organization) that will allow all voices to be heard from the stakeholders listed. This organization will be a support to the school district.</li> <li>• Thanksgiving Meal: The Thanksgiving Meal is available in the month of November. Parents, grandparents, guardians, and other family members are invited to join their students during the lunch period.</li> <li>• Breakfast with Mommy/Daddy: Breakfast with parents will be an event that occurs twice a year, once each semester. Parents will be invited to join their children in the cafeteria of the school. Members of the leadership team, school faculty, and staff will all be available to greet parents and discuss upcoming projects/events. Results have shown that these small events go a long way in establishing a positive relationship between all stakeholders.</li> <li>• Classroom Newsletters: Teachers will send classroom newsletters to communicate with parents what is happening in their child’s classroom. Newsletters are a great way to reach parents on a regular basis so they know what is needed for materials, volunteers, and resources in the classroom. Newsletters are also ways to communicate positive remarks about student behavior.</li> <li>• Automated Call System: District Superintendent, Dr. Bob Gragg or Assistance Administrator will conduct automated call system to communicate with parents/guardians to communicate important information that needs to go out in a timely manner.</li> <li>• Award Assemblies: White Rock will continue to</li> </ul>		
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	<p>host monthly award assemblies that focus on a positive leadership attribute such as ‘teamwork, integrity, honesty, etc. Gordon Cooper Representatives are invited out to present the STEM award, other community members are invited to attend and participate with the students.</p> <ul style="list-style-type: none"> <li>• Volunteer Reading Buddies: A volunteer reading buddy is willing to listen to and read with children who are working on their reading skills. The volunteer needs to be able to listen to the child reading and give positive feedback and praise the student. Staff members, parents, older students, retirees, and community partners can be considered as volunteers.</li> </ul>		
<p>10. Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the</p>	<p>The LEA is a single site district and will work with the SEA to meet all requirements pertaining to the grant. The LEA will utilize the OSDE’s State System of Support for technical assistance.</p> <p>White Rock (a Priority School) has not yet determined the web-based integrated planning and coaching tool that will be utilized. The LEA will research options in this area and choose an online planning and coaching tool which will allow the SEA to continuously monitor White Rock’s progress.</p>	<p>Melissa Newport, Turnaround Officer will research options and fulfill any requirements upon receiving notification of the grant. Mrs. Newport will continue these efforts throughout the timeline of the grant.</p>	<p>Melissa Newport, Turnaround Officer</p>
<p><b>Name of School: White Rock Public School</b></p>			



<b>Evidenced-Based, Whole-School Reform Model</b>	<b>Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>.</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
Whole-School Reform Model Developer.	Positive Action is an Evidence-Based, Whole-School Reform Model that achieves increased academic and behavioral results through the implementation of a program that focuses on positive feeling, thoughts, and actions.	We have a letter of support from Positive Action. Implementation will begin and continue in August through the timeline of the grant.	Bob Gragg, Superintendent/Principal  Alicia Ebers, Assistant Administrator  Melissa Newport, Turnaround Officer  Ashley Spence, Guidance Coach  Classroom Teachers  Positive Action Representatives  Cindy Heupel, Professional Development Consultant

**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.

White Rock School will implement the Positive Action Evidence-Based, Whole-School Reform Model for Pre-K through 8th grade. To prepare for the program launch White Rock will conduct a rigorous planning period. The LEA will implement schoolwide components that promote collaborative relationships with families and the community, encourages a positive school environment, increases academic scores in math and reading, and provides curriculum development and resources for teachers and students. Class schedules will be modified to provide 90 minutes of collaboration time for staff. White Rock will partner with Positive Action to develop relationships and enhance school culture. Mrs. Cindy Heupel, Consultant for Professional Development, will provide initial and on-going assistance to facilitate a positive environment and develop a strong and vertically aligned curriculum.

The following materials and resources will be needed to implement the proposed initiatives:

Year 1

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development, Family and Community Nights.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450
- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$18,000

Training/Support: Professional Development Consultant: \$76,800

Year 2

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development, Family and Community Nights.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450
- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$26,000

Training/Support: Professional Development Consultant: \$76,800

Year 3

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development, Family and Community Nights.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450
- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$26,000

Training/Support: Professional Development Consultant: \$57,600

Year 4 Sustainability

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development, Family and Community Nights.

Curriculum Materials: \$18,000

Training/Support: Professional Development Consultant: \$38,400

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.

White Rock will hire a Turnaround Officer (0.5 FTE) that will also serve as a classroom teacher and Math Specialist. It will be necessary for the Turnaround Officer to be on-site to provide support for teachers and staff and to ensure proper implementation of the program. The Turnaround Officer will be responsible for the day-to-day management of the program. She will communicate with the Oklahoma State Department of Education, district leadership, Guidance Coach, teachers, families, and community members. The LEA collaborated with Positive Action and considered the small student population and the need for a Math Specialist and classroom teacher in determining to hire a half-day Turnaround Officer. The Turnaround Officer will be FTE (0.5) and will share the other FTE (0.25) Math Specialist and FTE (0.25) Math Teacher.

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

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

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

**SCHOOL BUDGET NARRATIVE**

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

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

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

White Rock Public School is a single-site district. White Rock proposes to implement Positive Action for the Evidence-Based, Whole-School Reform Model for Pre-K through 8th grade. To implement this model the LEA will complete rigorous professional development, inclusive planning, preparation, and incorporating schoolwide modules addressing family engagement. White Rock will provide at least 90 minutes of protected collaboration time per week for each teacher to participate in the Professional Learning Community. The schedule will be modified to implement the 90 minutes a week.

White Rock is identified as a Priority School and will provide at least five days of site based training and five days of teacher academy for each teacher. The teacher academy will be conducted by staff from Positive Action and Cindy Heupel, Professional Development Consultant. The additional five days of site based training will be conducted by the Professional Development Consultant, Positive Action, Superintendent, Principal, and the Turnaround Officer. Additional training will be provided if new teachers join the district after the start of the implementation of the Evidence-Based, Whole-School Reform Model.

The following materials and resources will be needed to implement the proposed initiatives:

Year 1

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450

- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$18,000

Training/Support: Professional Development Consultant: \$76,800

Year 2

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450
- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$26,000

Training/Support: Professional Development Consultant: \$76,800

Year 3

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development.

Staffing:

- Turnaround Officer: \$35,000
- Guidance Coach: \$37,800
- Reading Specialist: \$28,350
- Math Specialist: \$9,450
- Early Childhood Teacher: \$37,800
- Elementary Teacher: \$37,800
- Activity Teacher: \$18,900
- Paraprofessionals: \$15,360

Curriculum Materials: \$26,000

Training/Support: Professional Development Consultant: \$57,600

Year 4

Implement: Positive Action, Math and Reading Specialists, Curriculum Development, Rigorous Professional Development.

Curriculum Materials: \$18,000

Training/Support: Professional Development Consultant: \$38,400

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

White Rock Public School proposes to implement the Positive Action Evidence-Based, Whole-School Reform Model for Pre-K through 8<sup>th</sup> grade. To implement this model the district will move forward with pre-planning during the spring/summer of 2017. No additional expenditures are anticipated during this time; any expected cost is already included in Year 1.

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

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

**APPENDIX A**  
**FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS**

Defining key terms: To award School Improvement Grants to its LEAs, an SEA must define Priority and Focus 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 and/or Focus 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 and/or Focus 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;
  - B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (i) Screen all existing staff and rehire no more than 50 percent; and
    - (ii) 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.

(2) A turnaround model may also implement other strategies such as--

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

*or*

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

• ***Restart model:***

(1) 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.) The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school, if the school has been open for fewer than three years), including--

(A) Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(B) Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(C) High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA; and (D)

No significant compliance issues, including in the areas of civil rights, financial management, and student safety;

(2) A restart model must enroll, within the grades it serves, and 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 elements:
  - (1) Developing and increasing teacher and school leader effectiveness.
    - (A) Required activities. The LEA must--
      - (i) Replace the principal who led the school prior to commencement of the transformation model;
      - (ii) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that- (1) Will be used for continual improvement of instruction;
    - (2) Meaningfully differentiate performance using at least three performance levels;
    - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
    - (4) Evaluate teachers and principals on a regular basis;
    - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
    - (6) Will be used to inform personnel decisions.
      - (iii) Use the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements to 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; and
      - (iv) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements, if applicable.
    - (B) 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 skill 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.
- (2) Comprehensive instructional reform strategies.
- (A) Required activities. The LEA must-
- (i) 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;
  - (ii) 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; and
  - (iii) 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 implement successfully school reform strategies.
- (B) Permissible activities. An LEA may also implement comprehensive instructional freeform strategies, such as-
- (i) Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective;
  - (ii) Implementing a school wide "response-to-intervention" model;
  - (iii) 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 English learners acquire language skill to master academic content;
  - (iv) Using and integrating technology-based supports and interventions as part of the instructional program; and
  - (v) 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, reengagement strategies, smaller learning communities, competency-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.
- (3) Increasing learning time and creating community-oriented schools.
  - (A) Required activities. The LEA must-
    - (i) Establish schedules and strategies that provide increased learning time(as defined in these requirements): and
    - (ii) Provide ongoing mechanisms for family and community engagement.
  - (B) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-
    - (i) 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;
    - (ii) 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;
    - (iii) 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
    - (iv) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- (4) Providing operational flexibility and sustained support.
  - (A) Required activities. The LEA must-
    - (i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates; and
    - (ii) 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 and EMO).
  - (B) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-
    - (i) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA, or SEA; or
    - (ii) 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.

- ***Evidence-Based, Whole-School Reform Model:*** – To implement an approved evidencebased proprietary or non-proprietary strategy. Additional information can be found on the USDE website at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> and should be taken into consideration when choosing one of the strategies. Under the final requirements, an evidence based, whole school reform model-
  - (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-
    - (A) Meets ***What Works Clearinghouse*** evidence standards with or without reservations;
    - (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the ***What Works Clearinghouse***; and
    - (C) If meeting ***What works Clearinghouse*** evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
  - (2) Is a whole-school reform model as defined in these requirements; and
  - (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.
  
- ***Early Learning Model:*** An LEA implementing the early learning model in an elementary school must-
  - (1) Implement each of the following early learning strategies-
    - (A) Offer full-day kindergarten;
    - (B) Establish or expand a high-quality preschool program (as defined in these requirements);
  - (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;
  - (3) Replace the principal who led the school prior to commencement of the early learning model;
  - (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers, and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);
  - (5) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
  - (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;

- (7) Use data to identify and implement an instructional program that-
  - (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
  - (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- (8) Promote the continuous use of student data (such as form formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
- (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies.

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 (i.e., Priority Schools) in the state.

Oklahoma submitted a request to the U.S. Department of Education for waivers of certain ESEA requirements. Oklahoma's ESEA Flexibility Waiver Renewal (Revised 7-28-15) includes the following definitions for Priority School Designation and Focus School Designation:

Priority is defined as any school that received the grade of "F", scores in the bottom 5% for grade span serving in reading and math, has a graduation rate below 60% for three consecutive years, and has a graduation rate of 50% for any given year or any school who has received a School Improvement Grant.

Focus is defined as any school contributing to the achievement gap for students with disabilities (IEP), English Learners (ELL) and/or Black subgroups and the school had a higher than the state's average population percentage for that subgroup and have the lowest performance for a grade span in reading and math or have the lowest graduation rate for the subgroups. Beginning in 2015-2016, with approval of the ESEA Waiver, Focus Designation will also be assigned to schools with a graduation rate below the state's average.

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, 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 and/or Focus 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 and/or Focus School that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2 (a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

## **APPENDIX B**

## **RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS**

*The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

*Overview of The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

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

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

## **RESOURCES FOR GRANT APPLICATIONS**

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

Center for Comprehensive School Reform and Improvement  
[http://www.centerforsri.org/index.php?option=com\\_frontpage&Itemid=1](http://www.centerforsri.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**

**The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II**



**school, or each priority and focus school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.**

**Criteria:**

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

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

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

**EXTERNAL PROVIDERS**

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

**Criteria:**

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

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

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

Level I	Level II	Level III
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<p>☐ 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.</p>	<p>☐ 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.</p>	<p>☐ 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.</p>
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**LEA INTEGRATION OF SERVICES**

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

**Criteria:**

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

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

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

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

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

### **Criteria:**

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

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

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

## **LEA SUSTAINABILITY**

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

### **Criteria:**

- a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.
- b) The LEA has established a continuation plan to promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.
- c) The LEA has established a continuation plan to provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or

differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully continue the school reform strategies.

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

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

**LEA OVERSIGHT**

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

**Criteria:**

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

**Job Description of Turnaround Officer-**

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

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

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

**EVIDENCE-BASED STRATEGIES**

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

**Criteria:**

- a) The LEA has researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- b) The LEA has a person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- c) The LEA has a strategic plan in place for professional development to implement the evidenced-based strategy(s);
- d) The LEA has ensured alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

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

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

**MODIFICATIONS FOR LEA’S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM**

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

**Criteria:**

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

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

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

**IMPLEMENTING RESTART MODEL**

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

**Criteria:**

- a) The LEA’s application demonstrates it will conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds.
- b) The LEA’s review process included a determination that the charter school operator, CMO, or EMO is likely to produce strong results for the school.

- c) The LEA’s review process includes data from the selected CMO/EMO that shows significant improvement in academic achievement for designated student groups, success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide for all designated student groups, High school graduation rates, where applicable, that are above the average rates in the State for the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

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

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

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

**For an LEA that proposes to use SIG funds to implement, in partnership with a strategy developer, an evidence-based, whole-school reform model in a school, the LEA has demonstrated that the evidence supporting the strategy it proposes to implement includes a sample population or setting similar to the population or setting of the school to be served and that the LEA has partnered with a strategy developer that meets the definition of “strategy developer” in the SIG requirements.**

**Criteria:**

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



- d) The LEA has included sample populations or settings similar to the population or setting of the school to be served for the proposed reform strategy.

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

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

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

**The LEA has analyzed the needs of each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA’s application and has selected an intervention for each school that is designed to meet the specific needs of the school, based on a needs analysis that, among other things, analyzes the school improvement needs identified by families and the community, and takes into consideration family and community input in selecting the intervention for each school.**

**Criteria:**

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

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

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

### **SCHOOL SMART GOALS**

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

### **SCHOOL INTEGRATION OF SERVICES**

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

**Criteria:**

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

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

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

**School Modification of Policies and Procedures**

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

**SCHOOL SUSTAINABILITY**

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

**FAMILY AND COMMUNITY ENGAGEMENT**

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

**Criteria:**

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

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

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

**SCHOOL ACTION PLAN FOR INTERVENTION MODEL**

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

**Criteria:**

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

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

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

**LEA/School Budget Summary**

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

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