

**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 African-American 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 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: 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 Oklahoma LEA 1003(g) Application 4

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.

Required Component/Documentation	Number of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
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
School Section (to be completed for each school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for 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
Budget	
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. 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
(405) 521-2809

Desarae Witmer, Executive Director of School Support
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
LEA Section	
<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
● 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
● 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
● The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
● Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf .	All Models
● The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.	All Models

<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf. 	All Models
<ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	All Models
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics. 	Turnaround, Transformation, Restart, Early Learning Model
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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,
<ul style="list-style-type: none"> • The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which 	School Closure

achievement data are not yet available.	
<ul style="list-style-type: none"> • The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> • Assurances are signed and submitted with the application. 	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

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

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

		development and coaching
Title III, Part A	Turnaround, Transformation, Restart, Early Learning	<ul style="list-style-type: none"> 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.

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

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

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, a Priority School 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, dual-enrollment, credit recovery programs).

SCHOOL SUSTAINABILITY EFFORTS

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

SCHOOL ACTION PLAN FOR 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 Carlos McCauley

The document is attached and also available at: http://centeronschoolturnaround.org/wp-content/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.

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

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds 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: Yale Public Schools	Applicant's Mailing Address: 315 East Chicago Yale, Oklahoma 74085
Local Educational Agency Contact for the School Improvement Grant	
Name: Amber Locke (lead SIG contact) Rocky Kennedy (co-lead SIG contact) Heather Bledsoe (co- lead SIG Contact)	
Position and Office: Elementary Site Principal, Amber Locke Junior High Site Principal, Rocky Kennedy Heather Bledsoe, SIG Transformation Coach	
Contact's Mailing Address: 315 East Chicago Avenue Yale, Oklahoma 74085	
Telephone: 918-387-2428 Fax: 918-387-2503	
Email address: alocke@yale.k12.ok.us , rkennedy@yale.k12.ok.us , hbledsoe@yale.k12.ok.us	
Superintendent (Printed Name): Dale Bledsoe	Telephone: 918-387-2118
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.

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			
		Tu ma rou nd	R es ta rt	S c h o l C l o s u re	Trans form ation
N/A					

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

School Name	NCES ID #	INTERVENTION MODEL								
		Pri o r i t y	Foc us	Tur na rou nd	Res tart	Scho l Clos ure	Tran sfor mati on	Earl y Inter venti on	Whol e Scho l Refo rm	Will Not be Serv ed
N/A										

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
Yale Junior High	403336001839	X								
Yale Elementary	403336001838	X								

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

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

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
<ul style="list-style-type: none"> 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. 	<p>The SIG Stakeholder and Leadership committees have made a firm and confident commitment to address the needs for increased growth in student academic performance, especially in the core curriculum areas of Reading and Math and to further increase capacity in the instructional staff by providing 21st Century scientifically research based professional development. We know that by investing in the district's instructional staff will serve to not only build morale, but also encourage, motivate and increase the possibility of realizing student success as a result.</p> <p>Yale Junior High and Yale Elementary, both priority sites, will be especially addressing Special Education students not reaching proficiency and other At-Risk students and are committed to participate in all requirements as established by the SIG Transformation Model, accompanied with heavy emphasis on Performance Based Student Academic Growth.</p> <p>Yale Junior High 2016 Math and Reading OCCT Assessment data:</p> <p><u>6th Grade</u>, total of 29 students tested, 10% have IEPs with learning disabilities (LD)</p> <p><u>Reading</u>, regular education, 65% of students scored proficient (P), 27% scored limited knowledge (LK), 8% scored unsatisfactory (UNSAT), <u>IEP</u>, 100% scored UNSAT</p> <p><u>Math</u>, regular education, 42% scored P, 35% scored LK, 23% scored UNSAT, <u>IEP</u>, 33% scored LK, 66% scored UNSAT</p> <p><u>7th Grade</u>, total of 23 students tested, 22% have IEPs with LD</p> <p><u>Reading</u>, regular education, 65% scored P, 17% scored LK, 17% scored UNSAT, <u>IEP</u>, 20% scored LK, 80% scored UNSAT</p> <p><u>Math</u>, regular education, 43% scored P, 30% scored LK, 26% scored unsatisfactory, <u>IEP</u>, 20% scored proficient, 80% scored UNSAT</p> <p><u>8th Grade</u>, total of 25 students tested, 12% have IEPs with LD</p> <p><u>Reading</u>, regular education, 95% scored P, 4% scored UNSAT, <u>IEP</u>, 33% scored P, 66% scored UNSAT</p> <p><u>Math</u>, regular education, 9 students tested, 0% scored P, 44% scored LK, 56% scored UNSAT, <u>IEP</u>, 100% scored unsatisfactory</p> <p>Yale Elementary School OCCT Assessment Results:</p> <p><u>3rd Grade</u>, total of 18 students tested, 6% has IEP with LD</p> <p><u>Reading</u>, regular education, 65% of students scored P, 24% scored LK, 12% scored UNSAT <u>IEP</u>, 100% scored proficient</p> <p><u>Math</u>, regular education, 53% scored P, 29% scored LK, 18 scored UNSAT <u>IEP</u>, 100% scored P</p> <p><u>4th Grade</u>, total of 31 students tested, 19% have IEPs with LD</p> <p><u>Reading</u>, regular education, 92% scored P, 8% scored LK, <u>IEP</u>, 50% scored P, 50% scored UNSAT</p> <p><u>Math</u>, regular education, 84% scored S, 8% scored LK, 8% scored UNSAT, <u>IEP</u>, 33% scored P, 33% scored LK, 33% scored UNSAT</p> <p><u>5th Grade</u>, total of 23 students tested, 13% have IEPs with LD</p>

	<p><u>Reading</u>, regular education, 85% scored P, 15% scored LK, <u>IEP</u>, 66% scored P, 33%, scored UNSAT</p> <p><u>Math</u>, regular education, 70% scored UNSAT, 30% scored LK, <u>IEP</u>, 33% scored P, 33% scored LK, 33% scored UNSAT</p> <p>Mr. Bledsoe, 3rd year superintendent of YPS, is pro-teacher and desires to provide teachers every opportunity for growth in their instructional skill sets. Both site principals will be retained due to modifying one component of the SIG Transformation Model and qualifying for Title VI REAP funds. Furthermore, they both demonstrate having the capacity and ability to support the requirements of the SIG Transformation Model. Heather Bledsoe, a skilled teacher with a Master's Degree in Educational Administration, will work as the FTE Transformation Coach.</p> <p>YPS will abide by following established timeline as set forth by the LEA/SDE/USDE:</p> <ul style="list-style-type: none"> • Year 1, SIG Planning Year/Full Implementation, SY2017-2018 • Year 2, Grant Implementation, SY2018-2019 • Year 3, Grant Implementation, SY2019-2020 • Year 4, Sustainability, SY2020-2021 <p>The PLC districtwide initiative will create and sustain a PLC in which practices and attitudes are embedded in the culture of each school site. The PLC process will be ingrained in the operation of the school that will be effective in enduring staff turnover. During the grant, teachers will participate in professional development of PLCs, data driven instruction, and best practices of teaching. Leadership capacity will be built through the four years of the SIG grant. Both sites will use Train-the-Trainer model to ensure smooth transitions once grant funding is exited. Other funding sources in addition to federal, state and local monies received will be sought. Global PD will be used as an online planning and coaching tool. The use of formative and summative assessment data will be used to drive instruction. A Title I, part A schoolwide/school improvement plan will be reviewed and submitted yearly with goals and action steps.</p>
<ul style="list-style-type: none"> • 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. 	<p>YPS participates in Title VI REAP federal grant program funds. The modification will be retaining both site principals. Rocky Kennedy has invested 9 years of his educational career as Yale Public Schools Athletic Director and is on his 3rd year as JH Principal. While the junior high is still struggling, there have been many changes in the junior high when it comes to staffing. Amber Locke has invested 7 years as an elementary teacher at YPS and is in her 5th year as elementary principal at Yale. She too has had to make staff and curriculum changes. After receiving the OSDE SCORE grant and guidance from a reading consultant, the elementary student reading scores have increased tremendously.</p>

<ul style="list-style-type: none"> • 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. 	<p>SIG Stakeholder Committee: It is with full trust and confidence that Yale Public Schools submits the following members to serve at SIG Stakeholders: Board Members: Michael Clark, Larry Harris, Steve Winterbottom, Becki Foster, Terry Minney YPS Administration: Dale Bledsoe, Superintendent, Rocky Kennedy Junior High Principal, Amber Locke, Elementary Principal Richard Baker, School Counselor Heather Bledsoe, Transformation Coach Amy Funkhouser, Junior High Lead Teacher, Shelli Martin, Elementary Lead Teacher, Cortney Williams, Special Education Teacher, LaDonna Reed, Reading Specialist Parents and Community Members: Kathy White, Anna Elliott, Tammy Huff Meetings have been conducted and will continue throughout the planning year to address the needs of implementing the Transformation Model, goals and strategies for meeting those goals. Meetings will be held throughout each school year as well to review progress towards goals.</p>
<ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf. 	<p>According to the OSDE, YPS is 100% Highly Qualified in the credentials/qualifications of teaching staff. There are several tenured teachers who are tired of seeing students fail when they are doing all they can in the classroom. It is evident that teachers presently employed in the district are dedicated to continuing service, which further reflects the district's capacity to build and sustain academic performance growth while implementing the Transformation Model. All teaching staff have been included in the explanation of the Transformation Model and will be receiving further professional development regarding the requirements of SIG. All teachers will participate in the Performance Based Student Academic Monitoring approach to teaching reading and math. Training will be provided to ensure the elements of appropriate reading and math instruction are provided for all students and that multiple forms of student assessment data is consistently reviewed.</p>
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. 	<p>YPS demonstrates having the ability to serve the selected school sites by having a highly dedicated teaching and administrative staff that are committed to embracing the concepts of the Transformation SIG Model and also by utilizing federal grant funds, especially Title I, Part A, REAP, and Title II Part A. YPS understands the our school system needs to be transformed and many resources are needed to implement the transformation throughout the school improvement process.</p>
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/s 	<p>Rocky Kennedy is currently in his 3rd year as JH Principal. He has made tough leadership decisions and performed follow through on those decisions. He has made a firm commitment to the SIG Transformation Model including increasing teacher PD, Performance Based student assessment data review and analysis and to implementing consistent monitoring of academic performance for all At-Risk Students. Amber Locke, a National Board Certified Teacher, is currently in her 5th year as Elementary Principal. The retention of Ms. Locke's position is significant due to the fact that she was heavily involved with the reading</p>

tories/publicimpact/documents/Turnaround_Leader_Compencies.pdf .	OSDE SCORE grant and Performance Based assessment and student monitoring. The OSDE State Report Card indicates the elementary Performance Index for Reading in 2014-15 as a 72 and in 2015-16 reflects an 82.
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	The SIG committee reviewed the various SIG models and the decision was made to select the Transformation Model. The administration team has a working, collaborative relationship in which everyone believes in developing our teachers which will also empower them in the classroom. Historical evidence of status quo culture and education environment was reviewed when looking at the school culture and education environment. All teachers working at YPS are 100% HQ and met evaluation standards. 3 teachers were on a temporary contract, neglected classroom duties, and were asked not to return to the district for the SY 2016-17. The review of a variety of assessment results utilized at various grade levels (pre-K-8) targeting reading and math were also analyzed when the decision was made to select the Transformation Model.
<ul style="list-style-type: none"> 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. 	The district has developed budgets for each year of the grant cycle for each school site participating. Please refer to the budget narrative and budget templates for this information. The budget has been aligned to the Needs Assessment of the district and participating school sites. Nothing has been included in the budget templates that reveals waste or misalignment of funds.
<ul style="list-style-type: none"> 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. 	YPS will hire Heather Bledsoe as a FTE Transformation Coach. She will be largely responsible for consistently monitoring the implementation of activities included in SIG at the selected sites. She will work in close collaboration with site principals, instructional staff, the SIG stakeholder committee and the district superintendent. A site schedule is in the process of being made. Furthermore, the administration team and Heather are prepared to dig deeper into interventions if limited student academic success is shown. Interventions will depend upon the individual need of each teacher and/or student.
<ul style="list-style-type: none"> 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. 	YPS will offer extended day for intervention tutoring and curriculum enrichment three days a week. Summer school will also be offered and transportation available. Intervention tutoring will focus on intense reading and math skills. Teachers will also participate in a 90 minute PLC for collaboration on Wednesdays. YPS extended school year will result in a minimum of 300 hours.
<ul style="list-style-type: none"> 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. 	Examples of Mrs. Bledsoe's activities to be monitored include: research, development, and implementation of the SIG Transformation, PLC, implementation of PD for teachers, collaborating with professional development vendors, performing data review and analysis, collaborating with teacher teams, review of discipline and attendance reports, instructional practices, classroom management, as well as end of year review for SIG and communicating with the OSDE.
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual 	Yale Public Schools has made the commitment to continue to provide teachers with an increase of 90 minutes (weekly) for PLCs. The purpose of this planning time is for building capacity in support of the SIG Transformation Model, which is accompanied with a strong Performance Based Review and Monitoring of student growth and

<p>measurable objectives (AMOs) in at least reading/language arts and mathematics.</p>	<p>assessment. Teachers will participate in such activities as performing data review and analysis on a variety of student's assessments with an emphasis on reading and math scores.</p>
<ul style="list-style-type: none"> • 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>Yale Public Schools will hire Heather Bledsoe as a FTE Transformation Coach. She is knowledgeable in the operation of PLCs and data analysis. She will be largely responsible for monitoring the implementation of activities included in SIG at the selected sites and communication regarding each site's progress will be provided to the appropriate building principal and school staff for the purpose of discussing the progress the schools are making. She will work in close collaboration with the district personnel. Heather will meet with key personnel weekly to review SIG activities.</p>
<ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>Yale Public Schools has demonstrated sound business practices have been utilized in the use of State, Local and Federal Grant Funds. There are no outstanding findings in their district's internal and external audit reports.</p>
<ul style="list-style-type: none"> • 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>The SIG Committee has completed a thorough self-assessment by performing reviews of the information listed that has been provided by school sites selected including school culture, Title I needs assessment and Schoolwide Plan, school improvement, and data analysis. Examples of each of these topics included the learning environment at each site which was assessed by surveys. The needs assessment and schoolwide plan include aligning SIG grant needs to increasing reading and math student achievement. Samples of data reviewed include OCCT assessments, 2015 state report cards revealing an F for both sites, and the need for more professional development and job embedded coaching. It has been determined through the results of the needs assessments/surveys that YPS does have the capacity to design, support, model, and assess the implementation of the Transformation Model for both schools selected.</p>
<ul style="list-style-type: none"> • The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	<p>YPS will continue to seek funds outside of the current federal and state funds allocated to the school district. Additionally, the LEA will use a Train-the-Trainers approach to support new hires.</p>
<ul style="list-style-type: none"> • The LEA completed the grant application within the timelines set forth in the application. 	<p>Yale Public Schools has completed the SIG application within the timelines set forth in the application.</p>

Only For LEAs implementing School Closure	
<ul style="list-style-type: none"> 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. 	N/A

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

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

Yale Public Schools has chosen to work with Solution Tree as our external provider. The following proposal from Solution Tree includes research driven data Yale Public Schools is in dire need of. Solution Tree was chosen because they have evident success in transforming schools. Yale Public Schools wishes to implement across the school the same instructional strategies U.S. Grant High School (Oklahoma City Public Schools) used to achieve their incredible turnaround in student

achievement.

Evidence of Effectiveness

U.S. Grant High School

Demographics

- 123 Teachers
- 1,640 Students
- 89% Free and reduced lunch
- 30% Limited English proficient
- 15% Special education
- 8% African American
- 73% Hispanic
- 1% Asian/Pacific Islander
- 13% White

U.S. Grant High School is the largest school in Oklahoma City Public Schools, a multicultural district serving approximately 43,000 students.

Implementation

Under the leadership of former Principal Tamie Sanders (currently director of secondary Turnaround Schools), U.S. Grant began its journey to become a professional learning community. The staff have focused their efforts on monitoring student learning on a timely basis, creating systems of intervention, and building teacher capacity to work as members of high-performing collaborative teams.

Leaders and administrators regularly monitor the protocols of the department collaborative teams. Protocols include:

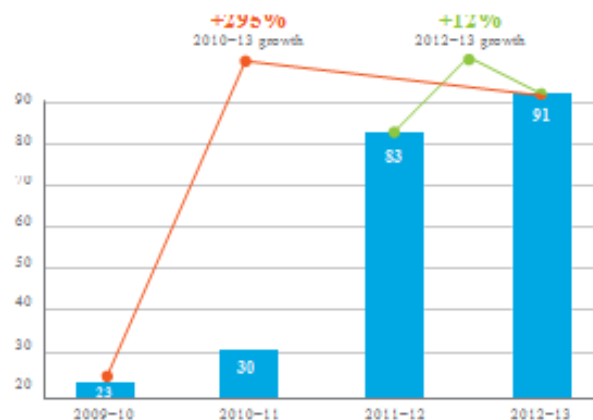
1. Establish and review SMART goals.
2. Focus on the four critical PLC questions in an effective and efficient manner.
3. Use effective frequent common assessments that truly measure and monitor learning.
4. Analyze data to the student level.
5. Monitor for conflicts and barriers that get in the way of student learning.

Results

In Oklahoma, seniors must pass a minimum of four (of seven) End-of-Instruction (EOI) tests to graduate. By the end of the 2011–12 school year, only four seniors had not met the state testing requirements, and 35 seniors passed all seven EOI assessments.

For the 2012–13 school year, the number of seniors not meeting state graduation requirements was reduced to 85 compared to 204 for the previous year. For the 2013–14 school year, U.S. Grant has 117 seniors who have passed all seven EOI tests, with an additional 35 who need to pass just one more test to have passed all seven.

Algebra I Year-to-Year Comparison:
Percent of students who passed End-of-Instruction (EOI) Assessment



Based on the evidence of effectiveness that has transpired from the PLC implementation at U.S. Grant

High School, Solution Tree is pleased to offer a proposed plan of training and professional development for staff at Yale School District. Although the populations of students is very different, Solution Tree is equipped to provide the same type of research based strategies in order to provide students with data-driven instruction and intervention. Leadership at all levels will be intimately involved in the training so they will understand their roles in school improvement and will also understand the work being implemented at the school level within each classroom. By being involved in the process, administrators will know and understand how to support the effort and won't unwittingly undermine or impede the positive changes necessary for a robust PLC implementation in each unique building.

Solution Tree sees potential training needs in these areas (inclusive of but not limited to):

- Professional Learning Communities at Work™
- Leadership (Principal, Teacher, Team)
- Assessment and Grading
- Response to Intervention
- Closing the achievement gap in subgroups
- Student Engagement
- Utilizing highly effective teaching/instructional strategies
- Data Analysis

The implementation of Professional Learning Communities at Work™ strategies within the Yale School District is the recommended continued path to ensure that all students are learning and that intervention is occurring on a regular and embedded basis. Specialized coaching and training in the above areas are addressed within the framework of the Professional Learning Community at Work™, and it is recommended that there is a training emphasis on teacher leaders and building administration to ensure sustainability of improvement.

Professional Development Plan Components

These services are recommended based on the current needs of the staff and Solution Tree's experience in supporting long-term professional development for sustained improvement. The following is the format of highly customized Solution Tree professional development for school-based PLC implementation.

Building Capacity & Sustainability for each school leadership team (coaching, data, PLC, etc).

By focusing on what students learn rather than what they are taught, schools can redefine their mission and begin the transition to a professional learning community. Focus on how school leaders create the conditions to support the collaborative culture of a professional learning community (PLC).

1. Principal leaders
2. Teacher Leaders
3. Team Leaders

Solution Tree's professional development services are designed to build leadership capacity and create sustainability. By blending administrative coaching, teacher-leader training, onsite workshops, and instructional modeling and observation, Solution Tree will embed best practice into the daily course of educating students. Their school improvement services bring the best of both structure and strategy to the effort. The trainings for principals and teacher team leaders will center on creating a foundational knowledge base of how to lead a Professional Learning Community through the creation of a collaborative structure of support for all educators. Specifically addressed will be the need for

aligned curriculum, effective instruction, and a building-wide system of assessment. Participants will understand collaborative leadership and be able to identify and utilize strategies for changing the culture in a school to one that focuses on learning. The PLC trainer will also help leadership to plan how to introduce the PLC model to their staff.

Building Capacity & Sustainability for each individual school (coaching, data focus, teaming, PLC, etc.).

Individual teachers can be most effective in leading students by learning with colleagues how to implement the most promising pedagogy in their classrooms. The specific work principals and teachers undertake as members of PLCs include Dedicated Solution Tree coach (Solution Tree PLC at Work™ Associate) at both school sites throughout the year, customized coaching for each site is derived from a problem solving approach between Solution Tree PLC at Work™ Associate and school leadership, and recommended resources.

For professional development to be high-quality it needs to show a positive impact at the classroom level. This professional development is designed to support all levels of educators from teachers to principals and to move the process from *knowledge and understanding* to *embedding and sustaining*. This is a deliberate side-by-side partnering that occurs on-site in order to ensure learning occurs.

The initial training will be followed by predetermined amount of monthly on-site associate coaching visits throughout the year. Each visit will be used to assess progress of pre-determined goals, both process and achievement, and to examine options and implement the appropriate strategies for growth. Specific attention will be concentrated on assessing where changes still need to be made and continuing the education of teachers on using data from the common assessments to inform instruction and ways to intervene within the classroom on an ongoing basis. Each day could also include: monitoring of team activities and successes; mini-coaching for teachers in regard to a necessary area of growth or a defined deficit area of knowledge; and/or focus group meetings with individuals in support of the process. In this way, growth can be assessed, monitored and include timely changes, if necessary.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Salary for Instructional Coach • Supplemental Instructional Materials • Salary for HQ Paraprofessionals • Student Supplemental Assessments • Data Room Development • Tutorial Services • Parent Communications
Title II, Part A	<ul style="list-style-type: none"> • Professional Development Training for instructional staff and administration

	for both school sites participating <ul style="list-style-type: none"> ● Hiring of Instructional coaches for reading and math
Title III, Part A	<ul style="list-style-type: none"> ● Supplemental Instructional Materials ● Professional Development Training
Title VI, Subpart 1 or 2 of Part B, if applicable	<ul style="list-style-type: none"> ● Instructional Technology ● Professional Development ● Creation of the Data Room
Other Federal Resources <ul style="list-style-type: none"> ● Homeless if Applicable, Federal Funds ● N & D if Applicable, Federal Funds ● School Improvement 1003(a) Federal Funds 	<ul style="list-style-type: none"> ● Homeless – Funds to support Homeless children and youth ● Neglected and Delinquent – Funds to support educational services to children and youth ● Salary for Instructional Coach ● Supplemental Instructional Materials ● Salary for HQ Paraprofessionals ● Student Assessments ● Parent Communications
State Resources <ul style="list-style-type: none"> ● RSA 	<ul style="list-style-type: none"> ● RSA, Reading Sufficiency Funds ● Reading remediation and interventions
Local Resources <ul style="list-style-type: none"> ● General Funds 	<ul style="list-style-type: none"> ● Textbooks ● Teaching Staff

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.

- Yale Pubic Schools has established a SIG Stakeholder committee composed of the district superintendent, site administrators, the Transformation Coach, specific members of the selected school's instructional staff, school counselor, community members, parents, Title I and special education teachers. A leadership team has also been created comprised of the superintendent, both site principals, the counselor and the transformation coach.
- Through the efforts of both of these committees, the following modifications have been established. The SIG Stakeholder committee will create a meeting schedule specific to addressing SIG Planning Year FY2017-18.
- The committees will meet consistently to review district information, capacity to perform SIG, and how the district is faring academically. The committees will discuss the progress of planning and implementation of the SIG grant at participating sites. The committees will determine if there are barriers to successful implementation that must be removed. Members will look for strengths and weaknesses in the implementation of the grant. The

committees will provide input for correcting areas of weakness by diligently attending to the requirements of the grant.

- The committees will ensure that sound fiscal practices are applied to the use of all funds allocated for the SIG budget. The committees will uphold the integrity of this grant by being held accountable and responsible for these funds. Fiscal accountability for all SIG funds will come under the review of both internal and external auditors. All expenditure requests will come under the approval of OSDE's Office of School Improvement.
- The leadership committee will review, organize, and implement a daily flexible schedule as necessary for successful implementation of the 90 minute reading block, extended learning time for At-Risk students, increased professional development opportunities for teachers, and a once a week 90 minute collaboration time for the instructional staff including professional learning community collaborative teams for teachers for the purpose of data review and analysis.
- Yale Public Schools will offer extended day for intervention tutoring and curriculum enrichment three days a week on Monday, Tuesday, and Thursday from 2:45-5:00. Summer school will also be offered if awarded the SIG grant. Intervention tutoring will focus on intense reading and math skills. Transportation will be available during summer school to increase the number of students to maximize the number of students who can participate. Teachers will also participate in a 90 minute PLC for collaboration on Wednesdays from 2:45-4:15.
- The SIG stakeholder committee will provide communications to parents and community regarding the SIG Transformation Model. This will be accomplished by including information in a school newsletter, posting information on the school website, and the inclusion of parent education partnership nights.

LEA SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The LEA has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The LEA has a system of formative and summative data collection in place, including benchmarks;

- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The schoolwide plan includes goals and action steps that will sustain reform efforts.

Involving All Stakeholders:

All SIG stakeholders were involved in the planning process and have met for collaboration and planning purposes for SY2017-2018. The SIG contacts were named for the district, leadership roles were defined and the SIG Transformation Coach was selected. A leadership committee was decided upon including the superintendent, both site principals, counselor and transformation coach. Both committees will work in close collaboration throughout the grant cycle. The purpose of the SIG grant has been discussed, teachers were informed about the Transformation Model, and participation due to sites selected. Site teachers are supportive and excited about the opportunity to participate in the SIG grant.

Transition Plan:

Yale Public Schools will invest in providing every opportunity for high quality, job embedded, 21st Century, scientifically research based professional development for their instructional/administrative staff that compliments, aligns, and ensures a successful transition into fulfilling the requirements of the SIG Transformation Model. The leadership committee researched external providers that would best fit both sites needs based off of the needs assessments. The professional development will strongly address increasing academic performance in reading and math in grades PreK-8. The consistent review of student academic performance will greatly benefit the transition plan.

Staff who are included in the SIG grant professional development will be equipped to train new staff using the Train-the-Trainer model. Through coaching and mentoring, new staff will acquire appropriate methods for performing effective reviews of student data academic performance/growth as well as ways to provide best practices for delivering instruction and selecting intervention strategies specifically addressing the needs of each child.

Policies are in place at Yale Public Schools to hire the most qualified applicants during changes in staff and leadership. As external providers are exited at the end of the SIG grant, Train-the-Trainer model will be used to ensure smooth transitions during changes of leadership and staff. In addition, the SIG and leadership committees will continue to monitor duties after funding is exited.

Both committees will meet throughout each school year to discuss each site's progress, strengths, weaknesses, and areas where improvement is needed. Recommendations will be made in an effort to meet SMART goals and SIG goals. A link on the school website will be added to inform all stakeholders of SIG activities and results as well as a SIG newsletter. Both committees will also promote the school through conversations, the district website and the SIG newsletter.

The leadership team will modify the district calendar to allow for additional professional development beginning with SY2017-18 and ensure teacher (OKTLE) and administration (McRel) evaluations are aligned with the school transformation model. All returning certified

staff at the JH and elementary sites will sign agreements that they are in support of the SIG grant, Transformation Model, with an emphasis on Performance Based Student Academic Growth.

Professional Development Plan:

As stated above, Yale Public Schools will continue its efforts throughout the SIG grant cycle by providing the highest quality professional development for the purpose of building capacity among instructional and administrative staff. The goal is to provide teachers with every opportunity to increase their skill sets so they may become masters of their trade. Confidence in the classroom is necessary for delivering a viable curriculum, and especially for increasing student performance. As SIG funds are exited, YPS will continue to seek additional funding through grants and resources allocated to the school for the purpose of training our new teachers. In addition, all of our teachers will be unified and trained in best practices for teaching and reviewing data and will have the skills necessary to become trainers. YPS will utilize Train-the-Trainer model to provide training and mentoring for new teachers. Site administrators will be responsible for ensuring best practices are continued to be used in the classroom as well as data analysis to guide instruction.

A 90 minute Professional Learning Community Collaborative Team will meet weekly. Professional educational topics will be discussed and teacher collaboration will be observed. Utilizing data; formative, summative, and benchmarking will provide teachers/administrators with increased knowledge of their students' academic performance. Lesson modeling, researching and developing best intervention strategies for students will be addressed as well as observing and providing excellent lesson modeling. At times, both horizontal and vertical teaming will be necessary especially addressing topics regarding students transitioning to the next grade. When important educational decisions need to be made regarding students that have not yet reached proficiency, the individual grade level teacher will collaborate with teacher teams. The collaboration will provide educational expertise in assisting with those decisions.

Online Planning/Coaching Tool:

OSDE's Grants Management and Expenditure Reporting Online System is a key element addressing the use of federal program funds, creating a district and site Needs Assessment, as well as an aligned budget and expenditures, and serves to provide strategies and goals that align to those needs. Global PD provided through Solution Tree will also be utilized for an online coaching and planning tool. Global PD is a technology solution that reinforces PLC best practices and eliminates common hurdles. This unique PLC technology embeds onsite training for implementation and sustainability. Service options include a library of hundreds of short, topical videos for ongoing professional development; and a system for scheduling and managing virtual coaching sessions with certified PLC associates.

The Global PD Library is an online tool used to answer the four critical questions of a PLC, access to over 200 videos and resources from top experts and provide job-embedded PD by giving teachers access to the largest library of PLC videos in the world. Videos are less than 20 minutes to accommodate busy schedules. Teachers can refresh their knowledge of PLCs from experts such as Richard DuFour, Rebecca DuFour, Robert Eaker, Mike Mattos, and others.

Global PD Virtual Coaching is an opportunity for specific teams within the district to meet with their PLC expert for Q&A and practical advice. Sessions are available around specific PLC implementation topics. Sessions are conducted through *GoToMeeting*.

Formative and Summative Data Collection:

Yale Public Schools has implemented a variety of methods and procedures for assessing our students' academic growth. These assessments will serve as a guide for instruction and intervention for students during the SIG grant and beyond funding years.

- Benchmark Assessment Tools
- Common Assessments
- DIBELS Next Assessments
- Teacher Leader Effectiveness evaluations through Tulsa Model
- McRel Leader Evaluations
- Review of formative data to identify academic developments
- Review of summative data to identify achievement gaps, curriculum gaps, and identify professional develop needs

Other Funding Sources:

After the four year term of the SIG grant has ended, Yale Public Schools will seek other funding sources in addition to our federal and state monies received. Planned funding sources include Title I, II, VI, VII and other state/local funds as available.

Schoolwide Plan for Sustainability:

The Schoolwide Plan undergoes an annual review by the school's Title I committee. All goals and strategies aligned with goals must demonstrate support and alignment to the SIG Transformation Model. The timeline for the completion of the annual review is during the spring of each school year. All revisions for alignment to SIG will be included at that time: for example Performance Based Student Assessment Monitoring, providing appropriate interventions for At-Risk students, and high quality professional development. Included within the Schoolwide Plan will be how the school intends to provide opportunity for increased time for teacher collaboration on the topic of data driven decision making. Strategies will be included addressing the types of formative, summative and benchmarking assessments that will be utilized for the performance review and how the results will be applied when developing interventions per child. Schoolwide Plans will include Parental Involvement activities that ensure parents have been provided opportunity to become partners in the education experience of their children. Consistent communications will be provided through the school newsletter, website, and Title I parent nights. The SW plan also includes effective transition strategies, highly qualified staffing, parental involvement and data driven decision making.

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.

The Transformation Coach, Heather Bledsoe, will be a 1.0 FTE. Heather is certified in multiple areas including special education and educational administration. She has three years of experience as a special education director. Heather currently uses data folders with each of her students to show academic growth. She is also a team leader in PLCs. Furthermore, she understands the importance of positive school culture and a learning environment where students feel challenged yet comfortable. Heather is also a professional who relates well to others and is dedicated to ensuring a successful implementation of the Transformation Model at the elementary and junior high as well as sustainability once her position and the SIG grant are exited. A school visit schedule is in the process of being created. She will be largely responsible for monitoring the implementation of activities included in SIG at the selected sites. Mrs. Bledsoe will work in close collaboration with site principals, instructional staff, and the district superintendent, as well as external providers. The following activities are examples of monitoring efforts required for this position:

- Research and development of SIG Plan
- Development of a school site monitoring schedule
- Communicate with external providers and relay information to leadership team in an effort to align activities between SIG, district initiatives and external providers
- Ensure services included within the SIG Plan are expedited by providers in a timely and efficient manner
- Provide direction and support, including technological support, to schools served with SIG 1003(g) funds
- Professional Learning Communities for teacher teams
- Implementation of professional development for teachers
- Data review and analysis
- Review discipline and attendance reports
- Instructional practices
- Classroom management
- Student progress
- Gaps in student performance (strengths and weaknesses)
- End of year review and evaluation of all SIG activities to determine value, results, strengths and weaknesses

She will also work in close collaboration with OSDE's Office of School Improvement by providing all required Quarterly Reports, attending meetings, and informing those in authority of the status of implementation.

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.

After the SIG committee performed a thorough needs assessment by reviewing multiple forms of district information and a variety of school assessment data, (formative, summative, and benchmark results), determined the Transformation Model would best serve the needs of Yale Junior High and Elementary School. A performance based (PreK-8) consistent student monitoring process addressing student academic growth, student weaknesses and strengths for reading and math, will strongly support the Transformation Model. A twofold approach will be utilized and oversight for this strategy will be performed by the leadership committee.

One -

- **Performance Based (K-8) Systems Approach to Utilizing Data**

**Decision Making for Results, The Leadership and Learning Center 2008*

Researched based source

Data driven decision making will be embedded within the culture of Yale Public Schools. This is a Systems Change Approach that supports teachers/administrators (PreK-8) when making informed decisions regarding their students' progress on a daily basis. Data, (formative, summative, and benchmarking results), will be collected and reviewed as a vital part of the 90 minute teacher collaboration time. This, in turn, will increase teachers' awareness of individual student needs, and help drive decisions for providing appropriate interventions. Student growth will be readily observed through the use of data folders/individual student assessment portfolios. Instructional staff will utilize a well-organized system for documenting and sharing assessment data. Teacher performance will become a vital part of the success of this collaborative effort.

The instructional staff will gain knowledge through the provision of high quality professional development opportunities on how to specifically develop and target student

learning goals/interventions during the 90 minute collaborative meetings. Teachers will perform consistent monitoring of their students' progress by the review of multiple forms of assessment, benchmark results and making application of appropriate diagnostic tools. They will specifically look for strengths and weaknesses, gaps in student learning, and issues addressing cause and effect of poor performance. From there, the instructional staff will adjust teaching strategies according to the needs of their students. This describes the Performance Based Systems Approach to Consistent Monitoring of student academic performance.

The transformation coach will create a professional development training schedule addressing Performance Based (PreK-8) Systems Approach to Application of Data.

By consistently utilizing the review of student assessment data results, Yale Public Schools will gain awareness of the relevance of data and its impact on leadership, teaching, and learning.

Yale Public Schools will contract with an external provider, Solution Tree. Solution Tree will address all needs in PLCs, leadership training, assessments, grading, effectively analyzing student data and using data to drive student instruction in order to close gaps for all students.

Process Two –

- **Building Capacity in the Instructional Staff**

**Decision Making for Results, The Leadership and Learning Center 2008*

Researched based source

Investing in high quality professional development for the instructional staff will ensure reading and math instruction is delivered in a knowledgeable and effective manner. Teachers will learn how to utilize data to drive instruction, how to create effective data folders and visuals demonstrating student growth and performance, and how to apply appropriate interventions for each child in areas of weakness.

Assessment data reviewed will come through looking at the results of formative, summative and benchmarking assessments. Teachers will learn more effective ways to implement curriculum that is already being used at the schools and align it to the instructional goals of SIG. Other excellent professional development opportunities will be provided; however, they will be aligned with the needs of each school site and the needs of the instructional staff.

Implementing the 90 minute teacher collaboration time will provide great opportunity for all instructional staff to grow in knowledge addressing the skill sets they need so that when they enter the classrooms on a daily basis, they will be confident that the ‘right’ skills are now in place. New teachers will be mentored and brought ‘up to speed’ on all matters supporting student academic growth and instructional skills through a Train-the-Trainer model. New teachers will feel a part of the team and be able to learn and grow right along-side of tenured and well-seasoned staff.

Yale Public Schools will create a professional development (PreK-8) training schedule addressing all professional development opportunities for the ensuing school year.

**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.

Both site principals of participating schools will be retained due to modifying one component of the SIG Transformation Model and Yale Public Schools qualifying for Title VI REAP funds. Furthermore, they both demonstrate having the capacity and ability to support the requirements of the SIG **Transformation Model**.

Amber Locke, the elementary principal, is a National Board Certified Teacher, and holds a Master’s Degree in Educational Administration. Amber demonstrates great potential as a successful fifth year Yale Elementary principal, and has lead her staff over the past years by providing exceptional professional development opportunities. One area of significance addresses the implementation of the OSDE SCORE Grant that utilizes the Systems Change Approach to reading. The OSDE State Report Card indicates the elementary Performance Index for Reading in 2014-15 as a 72 and the Performance Index for Reading in 2015-16 reflected as an 82. Amber has realized success in that effort, both in leading her staff with confidence and in student performance as well. She strongly believes and implements the Performance Based student monitoring method. Her expertise is highly necessary at this time in working in collaboration with the Jr. High principal in his efforts to carry out the requirements of the SIG Transformation Model. Amber will collaborate with the Junior High Principal on issues addressing student needs, transitioning elementary students into Junior High, providing and reviewing student data, working with Professional Learning Community Teams and professional development opportunities.

Rocky Kennedy, the Junior High Principal, holds a Master’s Degree in Educational Administration. Rocky is a third year principal at Yale Public Schools. He has demonstrated having leadership capacity when making tough personnel decisions and providing necessary follow-up for all academic direction and performance. There have been five teachers that have been asked not to return or contracts not renewed due to performance in the classroom during his tenure as JH principal. It has been a real struggle replacing these positions with quality teachers. Rocky is a congenial team player and fully committed to the work of the Transformation Model. He has engaged in student assessment data reviews, implemented Professional Learning Communities, a daily 20 minute flex period, and is working toward full implementation of the requirements of Transformation.

**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.

School Name: Yale Junior High Address: 315 East Chicago Yale, OK 74085	SIG Site Contact: Rocky Kennedy Name & Position: Rocky Kennedy, Junior High Principal Phone#: 918-387-2118 Email Address: rkennedy@yale.k12.ok.us
Grade levels enrolled (SY14-15): 7-8 (SY15-16 and beyond is 6-8)	Number of Students Enrolled (SY14-15): 63
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Early Learning <input type="checkbox"/> Evidence-Based, Whole-School Reform	
Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years.	
Year 1: SY 2017-18	\$293,280.00
Year 2: SY 2018-19	\$309,280.00
Year 3: SY 2019-20	\$309,280.00
Year 4: SY 2020-21	\$309,280.00
Total Amount of Funding Requested for this School	\$1,221,120.00

SCHOOL SECTION

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

School Name: Yale Elementary School Address: 800 North C Street Yale, OK 74085		SIG Site Contact: Amber Locke Name & Position: Amber Locke, Elementary Principal Phone#: 918-387-2428 Email Address: alocke@yale.k12.ok.us	
Grade levels enrolled (SY14-15): PreK-5th (SY15-16 and beyond is 6-8)		Number of Students Enrolled (SY14-15): 214	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School			
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Early Learning <input type="checkbox"/> Evidence-Based, Whole-School Reform			
Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years.			
Year 1: SY 2017-18		\$311,340.00	
Year 2: SY 2018-19		\$360,340.00	
Year 3: SY 2019-20		\$360,340.00	
Year 4: SY 2020-21		\$360,340.00	
Total Amount of Funding Requested for this School		\$1,392,360.00	

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.

Yale Public Schools, (SIG Committee and appropriate stakeholders), has engaged in collaboration by completing a self-assessment utilizing data from OCCT scores, subgroup performances, classroom performance of student subgroups, benchmark data such as DIBELS, SAT10, STAR Reading and Math and Literacy First, teacher and student attendance percentages, student demographics and surveys to teachers, parents and the community. It has been determined through the results of the named needs assessments/surveys that this district does have the capacity to design, support, model and assess the implementation of the Transformation Model for both schools selected to participate.

The needs assessment results has shown a need for PD, especially in math instruction, and utilizing data to drive instruction more efficiently. The Special Education subgroup is in dire need of improvement as well. The JH has struggled to find and retain quality teachers. Qualified teachers have been found and hired. However, overall, the quality of teaching in the classroom has been less than sufficient for many during the past 3 years. These teachers have been released from temporary contracts and new teachers hired.

YPS understands fully the need for a change in culture and it is dedicated, motivated and willing to help all children reach the highest level of learning possible. Creating a culture for learning, with a welcoming environment for parents and family participation is also a major factor in the success of this grant. Providing teachers with the instructional skill sets needed so they can be confident students will succeed will make a difference when they approach the classroom and deliver what is required for teaching in today's world.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
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Benchmark assessment data: Literacy First, DIBELS Next, STAR Reading, STAR Math	100% of Teachers and Administrators Schools are Highly Qualified 100% Teacher/Administrators were required to undergo TLE evaluations 100% of Teachers and Administrators retained met requirements of the TLE or McRel evaluation Classroom Walkthroughs/observations	Low Income Data: 86% Elementary, 81% Jr. High Teacher Attendance: 97 % Elementary, 97% Jr. High Student Attendance: 95% Elementary, 94% Jr. High Elementary Special Ed: 29% JH Special Ed: 21% Elementary Ethnicity: 5% Hispanic/ELL 14% Native American, 14% 2 or more Races, 67% White Junior High School Ethnicity: 3% Black, 1% Hispanic/ELL, 29% Native American, 7% 2 or more Races, 60% White
OCCT Disaggregated Data, Oklahoma School Report Cards	Parent/Teacher/Student surveys Attendance at parent events	Homeless children and youth
3 rd grade reading assessment scores	Community surveys Community involvement in school events	Special Education enrollment student performance
SAT 10 scores for K-2	School Culture Survey	Discipline Elementary: 1 student was suspended, 1 incident JH: 2 suspensions, 2 incidents
Student grades and report cards PreK-8th	SI Capacity Review, Determined district/school sites do show capacity to perform	Truancy policy and supports

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

Name	Title	Stakeholder Group
Michael Clark	Board President	SIG
Larry Harris	Board VP	SIG
Steve Winterbottom	Board Clerk	SIG
Becki Foster	Board Member	SIG
Terry Minney	Board Member	SIG
Dale Bledsoe	Superintendent	SIG
Rocky Kennedy	HS/JH Principal	SIG
Amber Locke	Elem. Principal	SIG
Heather Bledsoe	Transformation Coach	SIG

Name	Title	Stakeholder Group
Richard Baker	School Counselor	SIG
LaDonna Reed	Reading Specialist	SIG
Amy Funkhouser	JH Lead Teacher	SIG
Shelli Martin	Elem. Lead Teacher	SIG
Cortney Williams	Special Ed Teacher	SIG
Kathy White	Junior High Parent	SIG
Anna Elliott	Elementary Parent	SIG
Tammy Huff	Community Member	SIG

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

Yale Public Schools, (Yale Junior High School and Yale Elementary School) SIG Committee and appropriate stakeholders, have completed a self-assessment by performing reviews of the following information:

- School Culture, Learning Environment
- Low Income Student Count
- Title I, Part A Needs Assessment and Title I Schoolwide Plan
- School Improvement Needs Assessment, School Improvement Plan
- Data Analysis: State Assessment Results/OCCT, Common Assessment Results, Discipline, Attendance, Student Ethnicity, Student subgroup assessment data reviews for Special Ed population
- Junior High School report card, Elementary School report card
- Individual student grades and Special Education enrollment and needs
- The SI Capacity Review
- Teacher/Administrator Qualifications, Teacher Retention, Evaluations and Personnel Needs
- Teachers need for increased professional development
- Teacher Surveys, Parent Surveys/Parent Participation
- School Board Commitment to Increased Academic Performance

Several meetings and informal discussions were held between administrators and teachers to identify their view of the school, students, and curriculum. Students, parents, and the community were also surveyed. We are a high poverty school and know this is a challenge for many of our students. However, the school board, administration, teachers and staff of YPS are determined to turn the school sites around. Teachers realize they are in need of professional development, are excited about the opportunities the SIG grant will bring to the school system and most importantly committed and willing to put in the effort and perseverance it takes to turn a school around.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
School Profile: Includes student and staff data	Both sites are High Poverty, Title I Sites demonstrating free and reduced lunches at 81% at YJH and 86% at YES. When analyzing data, the most at-risk subgroup for both sites is the special education subgroup. Both schools demonstrate 100% highly qualified staff. Student discipline shows 1 suspension at the elementary and 2 suspensions at the junior with 2 incidents. Student attendance shows 95% attendance for the elementary and 94% attendance at the JH. The elementary special education population is 29% and 21% of the JH student body qualifies for special education services. Student Ethnicity Percentages are as follows: <ul style="list-style-type: none"> ● <u>Elementary</u> - 5% Hispanic/ELL, 14% Native American, 14% 2 or more Races, 67% White ● <u>Junior High School</u> - 3% Black, 1% Hispanic/ELL, 29% Native American, 7% 2 or more Races, 60% White
Curriculum:	Yale Public Schools will utilize a Performance Based monitoring and review of

Includes academic expectations, alignment to OAS, and the process to monitor, evaluate and review curriculum	student growth in reading and math by utilizing benchmark assessments, SAT10, and end of the year OCCT scores. Yale Public Schools implements a viable curriculum aligned to Oklahoma Academic Standards. Implementation and utilization of data folders will help in reviewing our curriculum needs. Curriculum and student achievement will be monitored, evaluated and reviewed consistently.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of assessment data	Our needs assessment has shown that not all teachers use pre-/post- tests. The instructional staff must ensure at every grade level that appropriate assessments (aligned to Oklahoma Academic Standards) are administered in both formative and summative settings. Data results must be reviewed and the data used to drive instruction and interventions for differentiated instruction. The SIG grant will afford our teachers the opportunity to engage in professional development on utilizing data from pre-/post- tests to drive instruction. Additionally, Teacher Leader Evaluations are utilized throughout the year.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration	PLC collaborative teams are utilized PreK-8 for the purpose of ensuring teacher collaboration, mentoring, professional development, data review, research of best practices, and lesson modeling. Much of the best practices of teaching professional development has been over the 5 components of reading. PLCs have been implemented, however, there is much room for improvement. Our school improvement funds for the SY2016-17 has been to provide PD over best math practices. Our teachers are struggling to adapt to a 21 st century way of teaching as they keep lingering back to traditional methods (the way they were taught). Each teacher has 5 computers, an Elmo, 5 iPads, and an outdated Smartboard elementary site. The JH site has outdated Smartboards in each classroom and a teacher computer. Each JH class can sign up to use the iPad cart or computer lab. Our needs assessment indicated a need for PD on technology integration in addition to best teaching practicing and bettering our PLCs.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity	A capacity review has been performed for both Yale JH and Elementary Schools. This review revealed needs for an improved learning environment at Yale Junior High. It was determined that retaining the site principals would be necessary in order to continue an effective schoolwide effort for increasing student performance in reading and math (PreK-8) and building capacity in teachers with the inclusion of high quality PD. With this will come positive change and the creation of an environment conducive to learning. The site principals, along with the teaching staff, are motivated and willing to support the SIG Plan and its requirements.
Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners	The SIG stakeholder and leadership committees will provide communications to parents and community regarding the SIG Transformation Model. This will be accomplished by including information in school newsletters, posting information on the school website, and implementing parent nights that provide opportunities for parents to be included as partners in the education process of their children.

<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p>YPS has made the commitment to build capacity in the instructional and administrative staff by providing scientifically research based professional development. The needs assessment showed PD as a big need for our teachers. The SIG committee believes that by employing Solution Tree, teachers will receive numerous hours of on-going PD assisting them in providing the best education for each student. PD will be aligned to goals and strategies included in the SIG application. The SIG committee believes that two of the most important areas to the success of our school is providing professional development in PLCs and best teaching practices. PD evaluations will be provided at the close of each training for the purpose of determining its value and usability in the classroom.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision</p>	<p>YPS strongly believes in the philosophy of a shared educational vision throughout the district. The vision includes not only the educational staff but members of the school board, parents, students, and community members as well. A key factor in realizing the success of this vision is to allow for autonomy in decision making for building level administrators and to provide every opportunity for teacher input. Leadership believes this is the perfect window of opportunity for teachers to be given the opportunity to provide educational knowledge and research best practices, especially during PLC team meetings, data reviews and when evaluating professional development. Leadership will include new teachers in trainings and utilize the Train-the-Trainer model to ensure all teachers deliver instruction using best practices.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming</p>	<p>The leadership collaborates to form the master schedule. The schedule maybe revised to allocate time for subjects based on student need and professional development needs. YPS is careful to align all fiscal resources, whether State or Federal funds, when possible, to ensure full implementation of the SIG Transformation Model. Review of teacher qualifications, grade level and core curriculum area placement was taken into consideration. An established 90 minute block of time is provided for teachers. YPS will offer extended day for intervention tutoring and curriculum enrichment 3 days each week. Summer school will be offered as well as transportation. Intervention tutoring will focus on intense reading and math skills.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>YPS began the comprehensive planning process by establishing SIG committee members and determining their roles. The leadership committee was decided upon as well. Mr. Bledsoe provided an explanation of the SIG grant models. The decision to select the Transformation Model, accompanied with a strong Performance Based Consistent Monitoring of Student Academic Achievement, came as a result of reviews performed on district profile information and student assessment data. When analyzing Yale Elementary Schools, multiple forms of student assessment data were analyzed. The children in the Special Education Subgroup were in need of intense remediation in reading and math as well as math for the entire student body. Yale Jr. High School data showed an urgent need of improved student academic achievement in reading and math. With both school</p>

	<p>sites demonstrating a school grade of (F), it is apparent that both sites need immediate change in culture and academic performance. The administration has established a dedicated weekly time for PLCs. The results of a variety of student assessment results have become the driving force for improved academic achievement. Achievement goals for reading and math have been developed showing each school's plan for increased academic performance for each year of the grant cycle. While we are currently using PLCs, we need help from an external provider to improve our methods. Consistent monitoring of the implementation of the SIG Transformation Model will be conducted by the SIG Transformation Coach, Mrs. Bledsoe. She will provide weekly monitoring of both Yale Elementary and Jr. High and will be required to report to all in her scope of supervisory authority as well as the OSDE.</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.

Yale Public Schools began the comprehensive planning process by establishing SIG committee members and the leadership committee.

- The SIG committee made the decision regarding intent to participate in SIG. Mr. Bledsoe, district superintendent, provided an explanation of the SIG grant models for the SIG committee.
- The decision to select the **Transformation Model**, accompanied with a strong **Performance Based Consistent Monitoring of Student Academic Achievement**, came as a result of reviews performed on district profile information and student assessment data.
- Through the results of the review of much district profile and academic student performance information, an LEA and participating school site **Needs Assessment** was created that is in direct alignment with student academic performance, professional development needs of teachers, accompanied with an established weekly time for teacher collaboration and review of data and student performance.
- The Transformation Model supports high-quality, job embedded professional development. This allows teachers to receive on-going professional development throughout each year to ensure fidelity with new strategies.
- The Transformation Model also supports professional development on research based strategies including effective PLC components, increased time on task, differentiated instruction, and best teaching practices.

LEA, Elementary and Jr High School - Profile information reviewed included below:

- School Culture, Learning Environment

- Title I, Part A Needs Assessment
- LEA and school sites - Low Income Student Poverty Count (Free and Reduced Lunches)
- Student Ethnicity Data
- Special Education Populations at both sites
- Title I Schoolwide Plan – Needs Assessment, goals and strategies
- School Improvement Plan - Needs Assessment , goals and strategies
- Data Reviews: (Trend data over the past three years) State Assessment Results/OCCT, Common Assessment Results, Benchmark Assessment scores, SAT 10, 3rd grade reading scores, student grades, teacher evaluation, discipline policy – numbers of student suspensions, student and teacher attendance
- Junior High School report card, Elementary School report card
- Subgroup assessment results
- Individual student grades and assessment results for IEP Special Education
- The SI Capacity Review
- Teacher Qualifications, credentials, academic placement and grade level assignments
- Teachers need for increased professional development in Reading and Math
- Teacher Retention/Evaluations/Personnel Needs
- Administrator Qualifications/Evaluations
- Teacher Surveys, Parent Surveys and Participation
- School Culture, Learning Environment, obstacles to learning, strengths and weakness

The SIG committee believes the requirement of a needs assessment and performing reviews on multiple pieces of district profile information and school assessment data lead towards selecting the Transformation Model. The SIG committee selected the SIG Transformation Model accompanied with a strong Performance Based Continual Monitoring of Student Academic Performance.

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
<p>Goal for 2017-2018:</p> <p>Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 71% in 2015-2016 to 75% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 18% in the 2015-2016 to 25% in 2018-2019 as measured by the spring state standardized test.</p>

Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 79% in 2015-2016 to 85% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 60% in the 2015-2016 to 65% in 2017-2018 as measured by the spring state standardized test.

Goal for 2018-2019:

Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 75% in 2017-2018 to 80% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 25% in the 2018-2019 to 30% in 2019-2020 as measured by the spring state standardized test.

Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 85% in 2017-2018 to 90% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 65% in 2017-2018 to 70% in 2018-2019 as measured by the spring state standardized test.

Goal for 2019-2020:

Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 80% in 2018-2019 to 85% in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 30% in 2017-2018 to 35% in 2018-2019 as measured by the spring state standardized test.

Yale Elementary: The percent proficient for the All Students group (grades 3-5) will maintain 90% or above in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 70% in 2018-2019 to 75% in 2019-2020 as measured by the spring state standardized test..

Goal for 2020-2021:

Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 85% in 2019-2020 to 90% in 2020-2021 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 35% in 2019-2020 to 40% in 2020-2021 as measured by the spring state standardized test.

Yale Elementary: The percent proficient for the All Students group (grades 3-5) will maintain 90% or above in 2020-2021 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 75% in 2019-2020 to 80% in 2020-2021 as measured by the spring state standardized test.

Rationale: According to the 2015-16 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the Yale Junior High All Students Group (grades 6-8) was 71% and 18% for the students listed as Special Education. Yale Elementary All Students Group (grades 3-5) was 79% proficient and 60% proficient for the students listed as Special Education.

However, Yale Public Schools believes with additional support through the School Improvement Grant, the listed goals will be attainable. We anticipate proficient scores to continue to rise and SMART goals will be revisited and updated yearly.

SMART Mathematics Goals
<p>Goal for 2017-2018:</p> <p>Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 36% in 2015-2016 to 40% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 18% in the 2015-2016 to 25% in 2017-2018 as measured by the spring state standardized test.</p> <p>Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 65% in 2015-2016 to 70% in 2017-2018 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 40% in the 2015-2016 to 45% in 2017-2018 as measured by the spring state standardized test.</p>
<p>Goal for 2018-2019:</p> <p>Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 40% in 2017-2018 to 45% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 25% in 2017-2018 to 30% in 2018-2019 as measured by the spring state standardized test.</p> <p>Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 70% in 2017-2018 to 75% in 2018-2019 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 45% in 2017-2018 to 50% in 2018-2019 as measured by the spring state standardized test.</p>
<p>Goal for 2019-2020:</p> <p>Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 45% in 2018-2019 to 50% in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 30% in 2018-2019 to 35% in 2019-2020 as measured by the spring state standardized test.</p> <p>Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 75% in 2018-2019 to 80% in 2019-2020 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 50% in 2018-2019 to 55% in 2019-2020 as measured by the spring state standardized test.</p>
<p>Goal for 2020-2021</p> <p>Yale Junior High: The percent proficient for the All Students group (grades 6-8) at Yale Junior High will increase from 50% in 2019-2020 to 55% in 2020-2021 as measured by the spring state</p>

standardized test. The percent proficient for the Special Education group (grades 6-8) at Yale Junior High will increase from 35% in 2019-2020 to 40% in 2020-2021 as measured by the spring state standardized test.

Yale Elementary: The percent proficient for the All Students group (grades 3-5) will increase from 80% in 2019-2020 to 85% in 2020-2021 as measured by the spring state standardized test. The percent proficient for the Special Education group (grades 3-5) at Yale Elementary will increase from 55% in 2019-2020 to 60% in 2020-2021 as measured by the spring state standardized test.

Rationale: According to the 2015-16 Oklahoma A-F Report Card, the percent proficient (students scoring satisfactory or advanced) for the Yale Junior High All Students Group (grades 6-8) was 36% and 18% for the students listed as Special Education. Yale Elementary All Students Group (grades 3-5) was 65% proficient and 40% proficient for the students listed as Special Education. However, Yale Public Schools believes with additional support through the School Improvement Grant, the listed goals will be attainable. We anticipate proficient scores to continue to rise and SMART goals will be revisited and updated yearly.

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

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Salary for Instructional Coach • Supplemental Instructional Materials • Salary for HQ Paraprofessionals • Student Assessments • Parent Communications
Title II, Part A	<ul style="list-style-type: none"> • Professional Development Training for instructional staff and administration for both school sites
Title III, Part A	<ul style="list-style-type: none"> • Supplemental Instructional Materials • Professional Development Training
Title VI, Subpart 1 or 2 of Part B, if applicable	<ul style="list-style-type: none"> • Instructional Technology

Other Federal Resources <ul style="list-style-type: none"> • Homeless if Applicable • N & D if Applicable • School Improvement 1003(a) 	<ul style="list-style-type: none"> • Homeless – Funds to support Homeless children and youth • Neglected and Delinquent – Funds to support educational services to these children and youth • Salary for Instructional Coach • Supplemental Instructional Materials • Salary for HQ Paraprofessionals • Student Assessments • Parent Communications
State Resources <ul style="list-style-type: none"> • RSA 	<ul style="list-style-type: none"> • RSA, Reading Sufficiency Funds • Reading remediation and interventions
Local Resources <ul style="list-style-type: none"> • General Funds 	<ul style="list-style-type: none"> • Textbooks • Teaching Staff

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.

Modification of Policies and Procedures:

Yale Public Schools (SIG Committee/Stakeholders) in selecting the Transformation Model supported by a strong Performance Based monitoring and review of student performance growth, has taken into consideration the fact that some policy changes will be necessary. Some changes will be necessary in order to successfully implement all strategies included in the grant. Examples of policy changes:

- Continuation of increased student learning time focusing on reading and math. All students not demonstrating proficiency, at a minimum, will receive **90 minutes** of dedicated reading time each day plus **extended learning time** for appropriate instruction and reading interventions. Students not demonstrating proficiency in math will also receive an **extended learning time** for math instruction and intervention.
- Flexible scheduling will be put into place at participating school sites that is intended for the purpose of increased learning time.
- Yale Public Schools will offer extended day for intervention tutoring and curriculum enrichment as well as summer school. Teachers will also participate in a weekly 90 minute PLC for collaboration.
- Effective instructional staff are hired to meet the needs of these students. Therefore, teacher grade level assignments may change as necessary in order to support student academic need.

- Reading and math instructional coaches for the elementary and junior high site will be considered as a high priority need.
- Dedicated weekly 90 minutes for teacher collaboration, (Professional Learning Communities), for the purpose of participating in data reviews, best practices for the instruction of reading, discussion of appropriate lesson modeling, curriculum alignment, and professional development.

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.

Involving All Stakeholders:

All SIG stakeholders were involved in the planning process. The district superintendent, instructional staff, site administrators, and those named on the SIG committee have met for collaboration and planning purposes for SY2017-2018. The SIG contacts were named for the district, leadership roles were defined and the SIG Transformation Coach was selected. This team will work in close collaboration throughout the grant cycle. The purpose of the SIG grant has been discussed, teachers were informed about the Transformation Model, and participation due to sites selected.

Transition Plan:

Yale Public Schools will invest in providing every opportunity for high quality, job embedded, 21st Century, scientifically research based professional development for their instructional/administrative staff that compliments, aligns, and ensures a successful transition into fulfilling the requirements of the SIG Transformation Model. The leadership committee researched external providers that would best fit both sites needs based off of the needs

assessments. The professional development will strongly address increasing academic performance in reading and math - grades PreK-8. The consistent review of student academic performance will greatly benefit the transition plan.

Staff who are included in the SIG grant professional development will be equipped to train new staff using the Train-the-Trainer model. Through coaching and mentoring, new staff will acquire appropriate methods for performing effective reviews of student data academic performance and growth as well as ways to provide best practices for delivering instruction and selecting intervention strategies specifically addressing the needs of each child.

Policies are in place at Yale Public Schools to hire the most qualified applicants during changes in staff and leadership. As external providers are exited at the end of the SIG grant, Train-the-Trainer model will be used to ensure smooth transitions during changes of leadership and staff. In addition, the SIG and leadership committees will continue to monitor duties after funding is exited.

Both committees will meet throughout each school year to discuss each site's progress, strengths, weaknesses, and areas where improvement is needed. Recommendations will be made in an effort to meet SMART goals and SIG goals. A link on the school website will be added to inform all stakeholders of SIG activities and results as well as a SIG newsletter. Both committees will also promote the school through conversations, the district website and the SIG newsletter.

The leadership team will modify the district calendar to allow for additional professional development beginning with SY2017-18 and ensure that teacher (OKTLE) and administration (McRel) evaluations are aligned with the school transformation model. All returning certified staff at the JH and elementary sites will sign agreements that they are in support of the SIG grant, Transformation Model, with an emphasis on Performance Based Student Academic Growth.

Professional Development Plan:

Yale Public Schools will continue its efforts to provide the highest quality professional development for the purpose of building capacity among instructional and administrative staff. The goal is to provide teachers with every opportunity to increase their instructional delivery skill sets with 21st Century, job embedded and scientifically research based professional development. This will aide in increasing teachers' capacity in becoming masters of their trade. Confidence in the classroom is necessary for increased student performance and twenty first century scientifically researched based training fills this need. Examples of trainings this district has provided are Max Teaching, LETRS Foundations, Plain Talk About Reading, Solution Tree PLC, Literacy First, RSA, and TLE.

Yale Public Schools 4 year Professional Development Plan

- **Solution Tree** will meet the majority of our needs for culture, PLCs, data analysis, coaching both leadership team and teachers, intervention and differential instruction in reading and mathematics, student engagement, and ensuring the use of highly effective

teaching and instructional strategies. Solution Tree will work closely with Yale Elementary and Yale Junior High.

- **Max Teaching** will be provided to new teachers as part of new teacher's academy.
- **Literacy First Training Phase I** be provided to all new elementary teachers as part of new teacher's academy.
- **National Council for Teachers for Mathematics Regional Conference** will be provided for all math teachers.

A **90 minute Professional Learning Community Collaborative Team** will meet weekly. Professional educational topics will be discussed and teacher collaboration will be observed. Utilizing data; formative, summative, and benchmarking will provide teachers and administrators with increased knowledge of their students' academic performance. Lesson modeling, researching and developing best intervention strategies for students will be addressed as well as observing and providing excellent lesson modeling. At times, both horizontal and vertical teaming will be necessary especially addressing topics regarding students transitioning to the next grade. When important educational decisions need to be made regarding students that have not yet reached proficiency, the individual grade level teacher will collaborate with teacher teams that will provide educational expertise in assisting with those decisions.

Online Planning/Coaching Tool:

OSDE's Grants Management and Expenditure Reporting Online System is a key element addressing the use of federal program funds, creating a district and site Needs Assessment, as well as an aligned budget and expenditures, and serves to provide strategies and goals that align to those needs. Global PD provided through Solution Tree will also be utilized for an online coaching and planning tool. Global PD works hand in hand with PLC at Work and will assist the teachers in analyzing student data and developing common assessments as well as having a wide array of online PD resources available.

Formative and Summative Data Collection:

Yale Public Schools has implemented a variety of methods and procedures for assessing our students' academic growth. These assessments will serve as a guide for instruction and intervention for students during the SIG grant and beyond funding years.

- Benchmark Assessment Tools
- Common Assessments
- DIBELS Next Assessments
- Teacher Leader Effectiveness evaluations through Tulsa Model
- McRel Leader Evaluations
- Review of formative data to identify academic developments
- Review of summative data to identify achievement gaps, curriculum gaps, and identify professional develop needs

Other Funding Sources:

After the four year term of the SIG grant has ended, Yale Public Schools will seek other funding sources in addition to our federal and state monies received. Planned funding sources include

Title I, II, VI, VII and other state/local funds as available.

Schoolwide Plan for Sustainability:

The Title I, Part A Schoolwide Plan undergoes an annual review by the school's Title I committee. All goals and strategies aligned with goals must demonstrate support and alignment to the SIG Transformation Model. The timeline for the completion of the annual review is during the spring of each school year. All revisions for alignment to SIG will be included at that time: for example, Performance Based Student Assessment Monitoring, providing appropriate interventions for At-Risk students, and high quality professional development. Included within the Schoolwide Plan will be how the school intends to provide opportunity for increased time for teacher collaboration on the topic of data driven decision making. Strategies will be included addressing the types of formative, summative and benchmarking assessments that will be utilized for the performance review and how the results will be applied when developing interventions per child. Schoolwide Plans must include Parental Involvement activities that ensure parents have been provided opportunity to become partners in the education experience of their children. Consistent communications will be provided through the school newsletter, website, and Title I parent nights. The Schoolwide plan also includes effective transition strategies, highly qualified staffing, parental involvement and data driven decision making.

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

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

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

All SIG stakeholders were involved in the planning process. The district superintendent, instructional staff, site administrators, and those named on the SIG committee have met for collaboration and planning purposes for SY2017-2018. The SIG contacts were named for the district, leadership roles were defined and the SIG Transformation Coach was selected. This team will work in close collaboration throughout the grant cycle. The purpose of the SIG grant has been discussed, teachers have been informed about the Transformation Model, and participation due to sites selected. Parents will be informed regarding the SIG Transformation Model, the reason for selecting the model, and be allowed to ask questions and provide input. Parents are also part of the SIG committee.

In addition to open house, school carnivals, sporting events, and parent/teacher conferences, Yale Public Schools will provide parents with opportunities to become educational partners in their child's educational journey. Parents will have the opportunity to participate in educational activities such as learning about the 3rd grade reading law requirements. Parents will be better informed of what is required of their child academically by providing information such as grade level checklists, rubrics, or syllabuses. The district website will have links to these items as well as other topics of interest for parents such as educational websites and games/activities they can do with their children at home.

Yale Elementary currently has breakfast with Grandparents on Grandparents Day. We also host a Thanksgiving dinner for students and their families. We have seen a huge turnout for both days. The

SIG committee has discussed adding in reading and math activities for the students and their families to do as well. The 5th grade also has a science fair each spring in which parents and the community are invited.

The SIG committee will review family and community engagement bi-annually and make adjustments accordingly.

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.

<u>Yale Junior High School , Transformation Model, Priority</u> <u>Yale Elementary, Transformation Model, Priority</u> Action Plan for Year One Planning/Implementation 2017-2018		
Timeline	Activity	Person(s) Responsible
Spring-Summer 2017	Further Review LEA profile Demographics, information	SIG Committee Members
Spring-Summer 2017	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Summer 2017	Teacher Training - minimum of 5 days site-based training and 5 day training on school improvement initiatives	External provider - Solution Tree School initiatives - Teacher academy
Fall 2017	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Fall-Spring 2017-2018	Teacher Training – SIG Model Implementing Extended Learning School Day	SIG Committee
Fall-Spring 2017-2018	90 Minutes – Weekly Professional Learning Community for Collaboration	Site Administrators Instructional staff When requested, SIG Transformation Coach
Fall-Spring 2017-2018	Professional Development Horizontal/Vertical Teams Professional Development Opportunities Literacy First, Data Driven	Administrators/Instructional Staff

	Instruction Solution Tree Systems Approach to Effective Reading New Teacher Mentoring Data Review and Analysis Creating the Student Assessment Portfolio Effective Instructional Strategies Reading & Mathematics		
Fall- Spring 2017-2018	PLC Teacher Collaboration 90 minute block Consistent Review Student Performance (Academic, Attendance, Behavior) Special Emphasis on IEP children Special attention on all children's reading and math achievement	Site Administrators Instructional Staff Transformation Coach as necessary	
Fall-Spring 2017-2018	PLC Teacher Collaboration 90 minute block Research & Development Intervention strategies for students not reaching proficiency in reading/math Extended learning time after school for all students Differentiated instruction, blended learning One on one, tutorial/remediation, Walk to Read	Instructional Staff/Site Administrators	
Fall-Spring 2017-2018	Creation of the Student assessment Portfolio binder for every student	Classroom teachers	
Fall-Spring 2017-2018 and Summer of 2018	Implementing Extended Learning	Administration, Superintendent, Instructional Staff, Parents	
Fall-Spring 2017-2018	Monitoring of SIG Site Implementation Requirements Weekly site visits	Transformation Coach Weekly site visits	
Spring - 2018	Evaluation of all SIG activities	Transformation Coach	

**Action Plan for Year Implementation
2018-2019**

Timeline	Activity	Person(s) Responsible
Spring-Summer 2018	Further Review LEA profile Demographics, district information	SIG Committee Members
Spring-Summer 2018	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Summer 2018	PD for New Certified Staff	Site Administrators, Transformation Coach
Summer 2018	5 Day Professional Development	SIG Committee
Fall-Spring 2018-2019	Minimum 5 days on-site Professional Development	Superintendent, Site Administrators, Transformatio Coach
Fall-Spring 2018-2019	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Fall-Spring 2018-2019	Teacher Training – SIG Model Implementing Extended Learning Day	SIG Committee
Fall-Spring 2018-2019	90 Minutes – Weekly Professional Learning Community Collaborative Efforts	Site Administrators/ Instructional staff
Fall-Spring 2018-2019	90 Minutes – Weekly PLC Collaborative Effort Horizontal/Vertical Teams Professional Development Opportunity Literacy First, Data Driven Instruction Systems Approach to Effective Reading Teacher Mentoring Data Review and Analysis Creating the Student Assessment Portfolio Effective Instructional Strategies Reading and Mathematics	Administrators Instructional Staff

Fall-Spring 2018-2019	PLC Teacher Collaboration 90 minute block Consistent Review Student Performance (Academic, Attendance, Behavior) Special Emphasis on IEP children Special attention on all children's reading and math achievement	Site Administrators Instructional staff	
Fall-Spring 2018-2019	PLC Teacher Collaboration 90 minute block Research & Development Intervention strategies for students not reaching proficiency in reading/math Extended learning time for all students after school Differentiated instruction, blended learning One on one, tutorial/remediation, Walk to Read	Instructional staff and administrators	
Fall-Spring 2018-2019	Creation of the Student Assessment Portfolio Binder for every student	Classroom teachers	
Fall-Spring 2018-2019 and Summer of 2019	Implementing Extended Learning	Administration, Instructional Staff, Parents	
Fall-Spring 2018-2019	Monitoring of SIG Site Implementation Requirements Weekly site visits	Transformation Coach Weekly site visits	
Spring - 2019	Evaluation of SIG activities	Transformation Coach	

**Action Plan for Year Three Implementation
2019-2020**

Timeline	Activity	Person(s) Responsible
Spring-Summer 2019	Further Review LEA profile Demographics, district information	SIG Committee Members
Spring-Summer 2019	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Summer 2019	PD for New Certified Staff	Site Administrators, Transformation Coach
Summer 2019	5 Day Professional Development	SIG Committee

Fall-Spring 2019-2020	Minimum 5 days on-site Professional Development	Superintendent, Site Administrators, Transformation Coach	
Fall-Spring 2019-2020	Teacher Training – SIG Model Implementing Extended Learning School Day	SIG Committee	
Fall-Spring 2019-2020	90 Minutes – Weekly Professional Learning Community Horizontal/Vertical Teams Professional Development Opportunity Literacy First, Data Driven Instruction Systems Approach to Effective Reading Teacher Mentoring Data Review and Analysis Creating the Student Assessment Portfolio Effective Instructional Strategies Reading and Mathematics	Site Administrators Instructional Staff	
Fall-Spring 2019-2020	PLC Teacher Collaboration 90 minute block Consistent Review Student Performance (Academic, Attendance, Behavior) Special Emphasis on IEP children Special attention on all children's reading and math achievement	Site Administrators Instructional staff	
Fall-Spring 2019-2020	PLC Teacher Collaboration 90 minute block Research & Development Intervention strategies for students not reaching proficiency in reading/math Extended learning time for all students after school Differentiated instruction, blended learning One on one, tutorial/remediation, Walk to Read	Instructional Staff Administrators	

Fall-Spring 2019-2020	Creation of the Student Assessment Portfolio Binder for every student	Classroom teachers	
Fall-Spring 2019-2020 and Summer of 2020	Implementing Extended Learning	Administration, Instructional Staff, Parents	
Fall-Spring 2019-2020	Monitoring of SIG Site Implementation Requirements Weekly site visits	Transformation Coach	
Spring - 2020	Evaluation of SIG activities	Transformation Coach	

**Action Plan for Year Four
Sustaining the Activities of the Grant
2020-2021**

Timeline	Activity	Person(s) Responsible
Spring-Summer 2020	Further Review LEA profile Demographics, information	SIG Committee Members
Spring-Summer 2020	Review of Teacher Performance Teacher Evaluation/placement Teacher retention or replacement	Site Administrators
Summer 2020	PD for New Certified Staff	Site Administrators, Transformation Coach
Summer 2020	5 Day Professional Development	SIG Committee
Fall-Spring 2020-2021	Minimum 5 days on-site Professional Development	Superintendent, Site Administrators, Transformatio Coach
Fall-Spring 2020-2021	Teacher Training – SIG Model Implementing Extended Learning School Day	SIG Committee
Fall-Spring 2020-2021	90 Minutes – Weekly Professional Learning Community –Collaborative Effort Horizontal/Vertical Teams Professional Development Opportunity Literacy First, Data Driven Instruction Systems Approach to Effective Reading Teacher Mentoring Data Review and Analysis Creating the Student Assessment Portfolio	Administrators Instructional staff

	Effective Instructional Strategies Reading and Mathematics		
Fall-Spring 2020-2021	<p>90 Minutes – Weekly Professional Learning Community –Collaborative Effort</p> <p>Consistent Review Student Performance (Academic, Attendance, Behavior) Special Emphasis on IEP children Special attention on all children’s reading and math achievement</p>	Site Administrators Instructional Staff	
Fall-Spring 2020-2021	<p>PLC Teacher Collaboration 90 minute block</p> <p>Research & Development Intervention strategies for students not reaching proficiency in reading/math Extended learning time after school for all students Differentiated instruction, blended learning One on one, tutorial/remediation, Walk to Read</p>	Administrators Instructional staff	
Fall-Spring 2020-2021	Creation of the Student Assessment Portfolio Binder for every student	Classroom teachers	
Fall-Spring 2020-2021 and Summer of 2021	Implementing Extended Learning	Administration, Instructional Staff, Parents	
Fall-Spring 2020-2021	Monitoring of SIG Site Implementation Requirements Weekly site visits	Transformation Coach Weekly site visits	
Spring-2021	<p>Evaluation of all SIG activities</p> <p>Ensuring sustainability of concepts learned from making application of SIG goals and strategies</p>	Transformation Coach	

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>Both site principals of participating schools will be retained due to modifying one component of the SIG Transformation Model and Yale Public Schools qualifying for Title VI REAP funds. Furthermore, they both demonstrate having the capacity and ability to support the requirements of the SIG Transformation Model.</p> <p>Amber Locke, the elementary principal, is a National Board Certified Teacher, and holds a Master's Degree in Educational Administration. Amber demonstrates great potential as a successful 5th year Yale Elementary principal, and has lead her staff over the past years by providing exceptional professional development opportunities. She strongly believes and implements the Performance Based student monitoring method. Amber will collaborate with the Junior High Principal on issues addressing student needs, transitioning elementary students into Junior High, providing and reviewing student data, working with Professional Learning Community Teams and professional development opportunities.</p> <p>Rocky Kennedy, the Junior High Principal, holds a Master's Degree in Educational Administration. Rocky is a third year principal at Yale Public Schools. He has demonstrated having leadership capacity when making tough personnel decisions and providing necessary follow-up for all academic direction and performance. There have been five teachers that have</p>	SY2017-2018 SY2018-2019 SY2019-2020 SY2020-2021	Dale Bledsoe, District Superintendent Yale Public Schools School Board

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>been asked not to return or contracts not renewed due to performance in the classroom. It has been a real struggle replacing these positions with quality teachers. Rocky is a congenial team player and fully committed to the work of the Transformation Model. He has engaged in student assessment data reviews, implemented Professional Learning Communities, and is working toward full implementation of the requirements of Transformation.</p>		

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>Oklahoma Teacher and Leader Effectiveness (TLE) Evaluation Model. This model is utilized annually to provide performance evaluations for all teachers serving in the district.</p> <p>The superintendent, Mr. Bledsoe, is responsible for performing McRel's Principal Evaluation System for site principals. He has trained the site principals on each component of the evaluation tool.</p> <p>Site principals are certified to evaluate teachers using OKTLE. The vision is to provide teachers with every opportunity to grow as educational professionals. Each teacher has also received training on the components of OKTLE.</p> <p>The superintendent ensures all TLE requirements and directives are performed by and through the number of classroom visits required by TLE. Each site principal is responsible for performing classroom walk-throughs and documenting what he/she observes.</p> <p>A full teacher evaluation is performed by site principals at an established time utilizing the TLE scoring rubric. Teacher follow-up conferences are held for the purpose of providing teachers with understanding of their performance.</p> <p>Performance based teacher/student academic performance</p>	<p>SY2017-2018</p> <p>SY2018-2019</p> <p>SY2019-2020</p> <p>SY2020-2021</p>	<p>Dale Bledsoe, District Superintendent</p> <p>Rocky Kennedy, Junior High Site Principal</p> <p>Amber Locke, Elementary Site Principal</p>

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>growth is taken into consideration during the teacher evaluation process, allowing teachers to participate in data reviews and consistent monitoring of student academic performance. Teacher performance is a high priority at Yale Public Schools, leading to increased academic achievement for all students.</p> <p>Effective implementation of the 90 minute teacher collaboration time will continue to provide great insight to both teachers and administrators. Teachers will create and collect student assessment portfolios, and learn how to better analyze and utilize data for driving instruction.</p> <p>Site Principals and Teachers were involved in selecting the Teacher/Leader evaluation mode.</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	By implementing an effective TLE system and providing teachers with ample opportunity to increase their educational knowledge of research based instructional skill sets addressing reading and math, the following methods for rewarding school leaders, teachers, and support staff will be	SY2017-2018 SY2018-2019 SY2019-2020	Dale Bledsoe, District Superintendent Chief Financial Officer

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>utilized:</p> <p>When SIG SMART Goals for increasing student assessment performance on the Oklahoma state assessment in reading and/or math are met or exceeded, incentive rewards will be awarded in the following method:</p> <ul style="list-style-type: none"> • \$1000.00 per teacher for math • \$1000.00 per teacher for reading • \$500.00 per support staff for math • \$500.00 per support staff for reading • \$2000.00 per administrator for math • \$2000.00 per administrator for reading <p>If both sites meet their SMART goals, the superintendent, counselor and transformation coach will only receive one incentive to avoid double pay of both sites.</p> <p>Teachers and administrators will be held accountable for creating a culture for learning accompanied with increased academic performance for students and improved teacher instructional performance.</p>	SY2020-2021	<p>School Board</p> <p>Site Principals</p>
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the</p>	<p>Yale Public Schools will provide staff with ongoing, high quality, job-embedded professional development based on the Needs Assessment of the district and participating sites. This is based on district/school profile information, teacher quality and assessment data.</p>	<p>SY2017-2018</p> <p>SY2018-2019</p> <p>SY2019-2020</p>	<p>Dale Bledsoe, District Superintendent</p>

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	<p>based on reaching the SMART Goals created for reading and math each year.</p> <p>Career opportunities for teachers desiring to grow in leadership capacity may be given opportunity to serve as Lead teachers at specific grade levels.</p> <p>The superintendent and site principals continually search for upcoming job fairs at universities and reviewing university web-sites addressing teachers looking for career opportunities. Recruitment of high quality teachers will be a priority when hiring new teachers. Building capacity for teachers upon hire and providing an environment where they can reach their fullest potential is strongly applied. Retaining teachers and principals is highly important as YPS implements the SIG requirements.</p> <p>Flexibility in class schedules has been implemented at the elementary level, when considering the student assessment data for reading and math. YJH has a 20 minute flex period before lunch for students to receive additional tutoring in classes they are struggling in. Increased student learning opportunities are built within the school day.</p>	<p>SY2018-2019</p> <p>SY2019-2020</p> <p>SY2020-2021</p>	<p>Superintendent</p> <p>Chief Financial Officer</p> <p>School Board</p> <p>Site Principals</p>
6. Use data to identify and implement an instructional program that is	Yale Public Schools, by including Performance Based (Consistent) Monitoring of Student Academic Achievement	SY2017-2018	Dale Bledsoe, District

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.	<p>and Teacher Performance, will provide an outstanding opportunity for both teachers and administrators to be able to see a broader and more in-depth look at what is actually taking place academically. Through professional development, teachers will not create a new normal of reviewing and analyzing formative, summative and benchmark data, but will also focus on vertical alignment across grade levels. YES and YJH teachers will work together to ensure vertical alignment is in place for students transition from elementary to JH. Curriculum maps and/or pacing guides will be created in relation to the OAS. The school culture will change to all teachers at every grade level taking ownership for all students and teacher performance. This is the systems approach to providing improved processes for all concerned.</p> <p>Instruction will be driven and student academic interventions developed, all based on the results of data reviews. Gaps and weaknesses in student performance for reading and math will be addressed, especially with the Special Ed/IEP students. Creating data folders, and researching best instructional strategies to meet student needs, will play a huge role in the implementation of this grant.</p> <p>New and improved instructional skill sets will be provided through high quality professional development that carries with it retainable teaching concepts that will thread their way</p>	SY2018-2019 SY2019-2020 SY2020-on	Superintendent Site Principals Instructional staff Transformation Coach

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	up through every grade level.		
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>Yale Public Schools will consistently utilize the continuous use of student data; formative, summative and benchmarks.</p> <p>As stated when defining the inclusion of a Performance Based Consistent Monitoring of Student Academic Achievement Performance, coupled with teacher evaluations resulting in increased student assessment growth, we will be able to realize full implementation of instruction driven by data that fully meets the academic needs of our students.</p> <p>Student data will be correlated with Oklahoma Academic Standards to determine the academic needs for each student. Teachers will meet weekly in PLCs to analyze student data and adjust or plan to implement interventions as necessary. YPS will continue to use summative and formative assessment to determine our next steps in educating students. Summative assessments will be used for students transitioning between grade levels. Assessments YES and YJH uses include DIBELS Next (K-6), SAT10 (K-2), STAR Reading (1st-8th) and Math (1st-8th). We believe that it is important to look at multiple assessments and make a determination as to where a child is academically verses one picture from one assessment. Benchmark assessments will be created through the guidance of Solution Tree. Formative assessments will be used on an</p>	SY2017-2018 SY2018-2019 SY2019-2020 SY2020-on	Dale Bledsoe, district superintendent Site principals Instructional staff Transformation Coach

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>on-going basis including teacher observations, student and teacher conferences, and various types of classwork. With the implementation of the SIG grant, project-based assessments, self-assessments and rubrics will be incorporated as well. Teachers will learn how to include these into their classroom through professional development.</p> <p>Each site will keep record of sign-in sheets, agendas and student data. The leadership team will meet quarterly with teachers to analyze data.</p> <p>After four years of professional development and training, the staff of YPS will be trained in developing benchmark assessments, analyzing data and using the data to drive instruction and interventions.</p>		
8. Establish schedules and implement strategies that provide increased learning time.	<p>YES has implemented Walk2Read and Walk2Math. Both opportunities afford student to receive ‘what they need’ for an hour a day. Students who are At-Risk receive small group intensive instruction. The elementary implemented W2R first and this is trying W2M this year. With many of our teachers struggling with changing the delivery of math instruction to current, researched methods, we haven’t seen many gains in math.</p> <p>YJH has implemented a 20 minute Flex period before lunch.</p>	<p>SY2017-2018</p> <p>SY2018-2019</p> <p>SY2019-2020</p> <p>SY2020-2021</p>	<p>Dale Bledsoe, district superintendent</p> <p>Site principals</p> <p>Instructional staff</p>

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Students may receive intervention tutoring during this time to increase their academic skills.</p> <p>A schedule of driving all instruction from student data is a need of both sites. Math is a struggle for the both sites and YJH will benefit in the area of reading interventions and instruction as well.</p> <p>Yale Public Schools will also offer extended day for intervention tutoring and curriculum enrichment three days a week on Monday, Tuesday, and Thursday from 2:45-5:00. Summer school will also be offered if awarded the SIG grant. Intervention tutoring will focus on intense reading and math skills. Transportation will be available during summer school to increase the number of students to maximize the number of students who can participate. Teachers will also participate in a 90 minute PLC for collaboration on Wednesdays.</p>		
9. Provide ongoing mechanisms for family and community engagement.	<p>A fresh perspective will involve parents becoming educational partners in their child's education will become evident.</p> <p>In addition to open house, school carnivals, sporting events, and parent/teacher conferences, Yale Public Schools will provide parents with opportunities to become educational partners in their child's educational journey. Parents will have the opportunity to participate in educational activities such as learning about the 3rd grade reading law requirements. Parents</p>	SY2017-2018 SY2018-2019 SY2019-2020 SY2020-on	Dale Bledsoe, district superintendent Site principals Instructional staff Transformation Coach

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>will be better informed of what is required of their child academically by providing information such as grade level checklists, rubrics, or syllabuses. The district website will have links to these items as well as other topics of interest for parents such as educational websites and games/activities they can do with their children at home. Yale Public Schools has created a communication plan that will promote two-way communication between the school and the stakeholders using Remind. Parents and other stakeholders will have the opportunity to participate in surveys, provide feedback through comments and emails. The SIG grant will also be discussed during monthly board meetings and parent/teacher conferences. Parent and community representatives are serving on the SIG Stakeholder Committee and will serve as liaisons between Yale Public Schools and the community.</p>		
<p>10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>Yale Elementary retained 13 out of 15 teachers this past year. This has helped our students and culture tremendously. The Junior High has experienced high turnover and we are struggling to find quality applicants to fill all of the positions. However, through the TLE process, teachers who are not effective will be replaced each school year with effective highly qualified educators who share the district's vision for improvement.</p> <p>Schedules more aligned to increased learning opportunities for reading and math will become part of the regular school day. Such activities as Walk to Read, one on one, small and whole</p>	<p>SY2017-2018</p> <p>SY2018-2019</p> <p>SY2019-2020</p> <p>SY2020-on</p>	<p>Dale Bledsoe, district superintendent</p> <p>Site principals</p> <p>Instructional staff</p> <p>Transformation Coach</p>

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>group instruction and differentiated instruction will become a reality at both sites. After school tutorial/enrichment programs will be made available during extended school day.</p> <p>PLCs have been implemented at each site, however the SIG grant will allow both sites to work toward fidelity in ensuring we are meeting each student's needs. Solution Tree Consultants will lead through the process.</p> <p>A new vision for improved teacher and student performance will allow for increased principal autonomy and teacher input. Innovative methods for teacher placement and service will be woven within the school day.</p> <p>Sustainability – The SIG Stakeholder Committee continue to meet to review school improvements efforts after funding and will add accountability to Yale Public Schools to ensure the needs of students are being met.</p>		
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	<p>The Transformation Coach will be largely responsible for reporting to OSDE's School Improvement Division regarding the status of grant implementation. Mrs. Bledsoe will participate in technical assistance meetings provided through OSDE and our external provider as needed.</p> <p>Consistent monitoring of SIG implementation at the</p>	SY2017-2018 SY2018-2019 SY2019-2020 SY2020-on	Dale Bledsoe, district superintendent Site principals Instructional staff

Name of School: Yale Junior High School Yale Elementary School			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
organization or an EMO).	<p>participating school sites and providing OSDE with informative reports about the evaluation piece will be implemented.</p> <p>Mrs. Bledsoe will perform in a highly collaborative manner with the superintendent, site principals and instructional staff by providing information regarding the status of the grant and any obstacles to implementation. She will also expedite an end of the year evaluation of all SIG activities.</p>		Transformation Coach
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	Yale Public Schools would like to add new SMART Boards to each classroom in the elementary and junior high. The junior high would like to add Chrome Books for the students and graphing calculators for math.	2016-2017	

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)**

BUDGET SECTION

LEA BUDGET NARRATIVE

Yale Public School's goal and desire is to support Yale Junior High and Yale Elementary School while they work to achieve successful implementation of the SIG Transformation Model. The support may include financial, personnel, professional development, scheduling changes, and anything else they may need during this process. The LEA budget will only include expenses encumbered at the site level. The following budget proposal will allow Yale Junior High and Yale Elementary School the necessary changes to make a lasting impact on students as they transition from Pre-K -8 and on into high school.

Required SIG Components

Transformation Coach:

The LEA will employ Heather Bledsoe as the Transformation Officer at a 1.0 FTE. She will serve both Yale Junior High and Yale Elementary School. Mrs. Bledsoe will be in charge of monitoring all elements of the grant and collaborating regularly with building principals and the superintendent. The amounts reflect salary and benefits.

Budget Category	Planning/ Implementation Year 1	Implementation Year 2	Implementation Year 3	Sustainability Year 4
Salaries & Benefits	\$75,000	\$75,000	\$75,000	\$75,000

Collaboration Time:

The LEA will provide a minimum of 90 minutes per week for Teachers Collaboration Time. This will take place every Wednesday afternoon. This time will be used for data analysis and review, developing strategic plans of intervention, professional development, creating lesson plans, curriculum mapping, PLC training, etc. The instructional staff is required to attend on a weekly basis, an agenda and sign in sheet will serve as documentation, and a stipend will be used for the additional time. The amounts reflect stipend and benefits.

Budget Category	Planning/ Implementation Year 1	Implementation Year 2	Implementation Year 3	Sustainability Year 4
Stipends & Benefits	YJH \$30,500 YES \$34,000	YJH \$30,500 YES \$34,000	YJH \$30,500 YES \$34,000	YJH \$30,500 YES \$34,000

5 Day Teacher Academy and 5 Day Site Based Training:

The LEA will ensure a 5 Day Teacher Academy and 5 Day Site – Based Training take place as required by the SIG Transformation Model. The 5 Day Teachers Academy will take place in the summer before school starts and the 5 Day Site-Based Training will take place during the school year. These efforts will be supported and directed by Solution Tree, Transformation Coach, Site Principals, and Superintendent. The instructional staff is required to attend, an agenda and sign in sheet will serve as documentation, and a stipend will be used for the additional time. The amounts reflect stipend and benefits.

Budget Category	Planning/ Implementation Year 1	Implementation Year 2	Implementation Year 3	Sustainability Year 4
Oklahoma LEA 1002(g) Application Stipends & Benefits	YJH \$20,000 YES \$22,000	YJH \$20,000 YES \$22,000	YJH \$20,000 YES \$22,000	YJH \$20,000 YES \$22,000

5 Day New Teacher Academy:

The LEA will require all new teachers to report 5 days earlier than the returning teacher. The newly hired teachers will be provided training above and beyond that provided to the returning

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.

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.

Transformation Officer:

The LEA will employ Heather Bledsoe as the Transformation Officer at a 1.0 FTE. She will serve both Yale Junior High and Yale Elementary School. Mrs. Bledsoe will be in charge of monitoring all elements of the grant and collaborating regularly with building principals and the superintendent.

Mrs. Bledsoe is a career educator who holds a Masters in Educational Administration. Mrs. Bledsoe has a heart for the students and the staff at Yale Public Schools and she is highly motivated and capable in leading the reform efforts to turn both schools around.

Transformation Officer Salaries and Benefits

Budget Category	Planning/ Implementation Year 1	Implementation Year 2	Implementation Year 3	Sustainability Year 4
Salaries & Benefits	\$75,000	\$75,000	\$75,000	\$75,000

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.

Yale Junior High School

Yale Junior High will participate in all of the expenses listed in the LEA section as well as the following site specific expenses. The expenses are for the total of four years.

Personnel Salaries and Benefits (includes Transformation Coach, Math Coach, Reading Coach, Summer School, and After School Tutoring and Enrichment) – \$480,000

Personnel Stipends and Benefits (includes Incentive pay for all staff) - \$163,500

Staff Training (Stipends for PLCs and 5 day Academy) - \$202,000

Training for New Teachers - \$1,250 per new teacher after implementation year

Parental Involvement - \$9,920

External Provider – \$168,000

Professional Development (Conference fees and travel) - \$160,000

Materials (SMART boards, Chromebooks, graphing calculators) - \$38,500

Yale Elementary School

Yale Elementary School will participate in all of the expenses listed in the LEA section as well as the following site specific expenses. The expenses are for the total of four years.

Personnel Salaries and Benefits (includes Transformation Coach, Math Coach, Reading Coach, Summer School, and After School Tutoring and Enrichment) – \$565,440

Personnel Stipends and Benefits (includes Incentive pay for all staff) - \$183,000

Staff Training and Benefits (Stipends for PLCs and 5 day Academy) - \$226,000

Training for New Teachers - \$1,250 per new teacher after implementation year

Parental Involvement - \$9,920

External Provider – \$168,000

Professional Development (Conference fees and travel) - \$180,000

Materials (SMART boards) - \$24,000

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.

Yale Junior High

Summer school will be provided for at risk students to help fill in gaps and the summer slide for a total of \$40,000. A transformation coach, math coach, and reading coach will be hired for a total of \$93,000. The junior high and the elementary will share the reading and math coaches as well as the transformation coach. The junior high will have 90 minutes of PLCs weekly for a total of \$122,000. As an incentive for staff to attain SMART goals, a stipend for all staff has been included for a total of \$183,000.

In order to provide 21st Century technology to students, the junior high will purchase Chromebooks for each student as well as SMART boards for each classroom. Graphing calculators will also be purchased. The total for technology and materials is \$38,500.

Parental involvement and support is pertinent to student achievement. The junior high has budgeted \$9,920 for stipends.

Professional development is essential to the growth of our teachers and students. The more we invest in our teachers, the more knowledgeable they are to teach our students. The total for an external provider, summer teacher academy stipends, conference fees and travel \$408,000.

Yale Elementary

Summer school will be provided for at risk students to help fill in gaps and the summer slide for a total of \$56,500. A transformation coach, math coach, and reading coach will be hired for a total of \$93,000. The junior high and the elementary will share the reading and math coaches as well as the transformation coach. The elementary will have 90 minutes of PLCs weekly for a total of \$182,000. As an incentive for staff to attain SMART goals, a stipend for all staff has been included for a total of \$183,000.

In order to provide 21st Century technology to students, the elementary will purchase SMART

boards for each classroom. The total for technology and materials is \$24,000.

Parental involvement and support is pertinent to student achievement. The elementary has budgeted \$9,920 for stipends.

Professional development is essential to the growth of our teachers and students. The more we invest in our teachers, the more knowledgeable they are to teach our students. The total for an external provider, summer teacher academy stipends, conference fees and travel \$438,000.

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, re-engagement 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 evidence-based 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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

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

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

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

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

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

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA CAPACITY

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
<ul style="list-style-type: none"> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. 	<ul style="list-style-type: none"> Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. 	<ul style="list-style-type: none"> 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:

- The LEA's written procedure/policy includes analysis of school operational needs and articulates specific goals and expectations for the provider;
- The LEA's plan includes research and priority of available providers, which may include contacting other LEA's that have used the provider;
- The LEA has included parents and other stakeholders in the review and selection process of external providers;
- The LEA's plan includes an evaluation process for the external provider's progress toward goals and expectation;
- 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
<ul style="list-style-type: none"> The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy 	<ul style="list-style-type: none"> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the criteria identified 	<ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that

exists.	above	addresses all criteria identified above.
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Level I	Level II	Level III
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.

LEA INTEGRATION OF SERVICES

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

Criteria:

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

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

Level I	Level II	Level III
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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.
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LEA MODIFICATION OF POLICIES AND PROCEDURES

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

Criteria:

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

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

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

LEA SUSTAINABILITY

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

Criteria:

- a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.

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

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

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

LEA OVERSIGHT

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

Criteria:

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

Job Description of Turnaround Officer-

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

- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds. Provide quarterly status reports to OSDE.
- Attend all OSDE required professional development and meetings.

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

Level I	Level II	Level III
<ul style="list-style-type: none"> • The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.**

Level I	Level II	Level III
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.

Level I	Level II	Level III
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.**

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

SCHOOL SMART GOALS

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

SCHOOL INTEGRATION OF SERVICES

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

Criteria:

- a) The LEA has a plan for designating Title I, Part A Funds. Examples to include: stipends for teachers attending professional development or supplemental materials for extended school hours.

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

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

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

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

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

<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
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.

<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
<ul style="list-style-type: none"> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. 	<ul style="list-style-type: none"> Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. 	<ul style="list-style-type: none"> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.

LEA/School Budget Summary

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

the required components of the chosen intervention model.	of the required components of the chosen intervention model, considering the needs assessment and the LEA's ability to align other resources.	the chosen intervention model, considering the needs assessment and the LEA's ability to align other resources.
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** 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.*