

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

School Name: F.D. Moon Academy Address: 1901 N.E. 13th Oklahoma City, Oklahoma	SIG Site Contact: Name & Position: Marionette Gibson, Principal Phone#: 427-8391 Email Address: mwgibson@okcps.org	
Grade levels enrolled (SY10): Pre- Kindergarten – 6th Grade	Number of Students Enrolled (SY10): 349	
Tier Level: Tier I <input checked="" type="checkbox"/> Tier II _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status: _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning <input checked="" type="checkbox"/> Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
Waiver Request: <input checked="" type="checkbox"/> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	\$1,527,156.00
	Year 2: SY 2011-12	\$1,295,656.00
	Year 3: SY 2012-13	\$1,133,656.00
	Total Amount of Funding Requested for this School	

NEEDS ASSESSMENT

F.D. Moon Academy leadership held several meetings with all of the appropriate stakeholders including school personnel, district personnel, parents, American Federation Teacher (AFT) representatives, and community members. The leadership at F.D. Moon Academy held a town hall meeting to communicate information regarding the transformation model and its implications on the school and community. School personnel, district personnel, parents, AFT representatives, and community members were present. The AFT met with teachers in April 2010 to outline the options under the transformation model. On several separate occasions, the district leadership representatives met with site leadership and staff to discuss the needs of the site and the requirements of the transformation model. The process utilized to collect, analyze, and report data included a review of state and national test data, demographic data, perception data and survey data. Data was most relevant to increasing the capacity of teachers to provide high quality instruction and improve student achievement.

DATA SOURCE

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Reading API Math API 2005 - 561 743 2006 - 369 414 2007 - 547 541 2008 - 642 521 2009 - 430* 431* *Based on the new cut scores.	WISE Needs Assessment	Attendance - 94.9 % Mobility Rate - 60%
District benchmarks – Students scored had a greater number of students not meeting benchmarks than those that did over the course of SY 09-10.	Organizational Health Inventory (OHI) Parent Survey – top three areas of concern include goal focus, cohesiveness and adaptation	Socio-Economic Status - 100% Free/Reduced
DIBELS – Students scored significantly lower initially and overall throughout the course of the year as compared with neighboring schools.	OHI Staff Survey – top three areas of concern include goal focus, cohesiveness and adaptation	Special Education Category - 12.9% participation
Report Cards – Retention rates averaged 3.4% yet students were not meeting benchmarks or DIBEL reading achievement goals.	Quality Schools/Path to Progress (interview) - Certified staff was more stable from previous years of turnovers but needed assistance to implement PLC with fidelity in a sustainable manner to build capacity.	In School Suspension - 7 Out of School Suspension - 116

STAKEHOLDERS

Name	Title	Stakeholder Group
MR. KARL SPRINGER	SUPERINTENDENT	OKCPS STAFF
MS. CINDY SCHMIDT	CHIEF ACADEMIC OFFICER	OKCPS STAFF
DR. LINDA TOURE	EXECUTIVE DIRECTOR OF SCHOOL TURNAROUND	OKCPS STAFF
DR. MICHAEL SHANAHAN	SENIOR HUMAN RESOURCE OFFICER	OKCPS STAFF
MR. ED ALLEN	PRESIDENT	AFT
DR. GEORGE KIMBALL	CHIEF INFORMATION OFFICER	OKCPS STAFF
MS. TERRY FRALEY	EXECUTIVE DIRECTOR OF FEDERAL PROGRAMS	OKCPS STAFF
MARIONETTE GIBSON	PRINCIPAL	OKCPS STAFF
MRS. SWANIGAN	PTA PRESIDENT	PARENT
MS. MARY MYRICK	PRESIDENT PUBLIC STRATEGIES	COMMUNITY PARTNER
DR. TERI BELL	EXECUTIVE DIRECTOR OF STUDENT SERVICES	OKCPS STAFF
MS. ANJANETTE WALLACE	SIXTH GRADE TEACHER	
MS. ANGELA PEARSON	THIRD GRADE TEACHER	
MS. ANITA RANDLE	SUPPORT STAFF MEMBER	
MS. TAMMY TAUBER	KINDERGARTEN TEACHER	
MS. JOCELYN TRAUERGER	FIRST GRADE TEACHER	
MS. DEVRA MOORE	FOURTH GRADE TEACHER	
MS. TERESA PORTER	INSTRUCTIONAL FACILITATOR	

The Oklahoma City Public Schools (OKCPS) Planning, Research and Evaluation (PRE) Department has a comprehensive formative and summative data system in place that provides accurate and timely data. F.D. Moon Academy utilized the WISE planning and coaching tool to conduct a needs assessment. Administrators, teachers, parents, community members and external evaluators participated in the needs assessment. Data from the comprehensive needs assessment supports the selection of the transformation model as the most appropriate intervention model for F.D. Moon Academy. The collection and review of the data supports the results identified on the WISE Needs Assessment. The WISE indicator report is attached to this application. The School Improvement Grant (SIG) funding will support identified areas of need. The focus for F.D. Moon Academy is to address all indicators, but particularly those indicators under the section titled Professional Learning Environment by providing high-quality professional development to staff members. Providing high-quality professional development to staff members will assist F.D. Moon Academy in meeting the SMART goals established in this application and success in implementing the transformation model. The Principal and School Leadership Team will have primary responsibility for leading the implementation of the strategies identified for transformation implementation.

NEEDS ASSESSMENT SUMMARY

<p>Areas to be considered as part of the comprehensive needs assessment.</p>	<p>Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.</p>
<p>School Profile: Includes student and staff data.</p>	<p>Attendance Data (students) – 94.9% Ethnicity – 89% Black; 5% Hispanic; 4% White; 2% American Indian Socio-Economic Status – 100% free/reduced Attendance Rate (staff) - 93.4% Number of Certified Staff – 22 Average length of service 12.6 years Masters Degree or Above 31.8%</p> <p>An analysis of data suggests that Moon should focus on supplementing the reading and math curriculums with various programs and professional development. Only 50% of the staff signed letters of commitment to the goals and objectives of the SIG. Staff members will be offered voluntary transfers where vacancies exist.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>The WISE needs assessment reflected limited development in curriculum alignment and lack of overlap in the curriculum. Next year, data will drive curriculum alignment. Teacher leadership teams will use the following assessments to monitor, evaluate and review curriculum: District Benchmark data Student Grades DIBELS Star Reading & Math</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>The following will be used for classroom evaluation/ assessment: District Benchmark data Mini-Assessments Horizontal and Vertical Collaborative Meetings Marzano’s Standards Based Grading Student Grades Student Work Products Create Data Walls Crosswalk Text and PASS Skills Review Assessment Data on an Ongoing Basis Instructional Rounds (walk-through)</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>The following strategies will be used: Teacher Implementation Rubrics and assessments to measure teacher competencies Professional Learning Communities (PLC) Building Academic Vocabulary (BAV) Non-Fiction Writing Across the Curriculum Differentiated Instruction</p>

	Tiered Interventions Cooperative Learning
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	School climate will be enhanced with the implementation of the Great Expectations Program and Institutes – Methodology and Leadership. The site also uses the OHI data to identify the areas of need.
Student, Family, and Community Support: Includes communication methods and including parents as partners.	OHI Parent Survey Data Community Partnerships: Girl Scouts, Boy Scouts, Public Strategies
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.	The professional development plan includes: Building Academic Vocabulary (BAV) Marzano – Teacher Evaluations PLC Quality Tools – High Performance Model Response to Intervention (RTI) Reading & Math Strategies aligned with Textbook
Leadership: Includes process for decision making, policies and procedures, and the shared vision.	OHI Data Leadership Facilitator Path to Progress School Support Team (SST) Cardinal Structured Interview and Professional Growth Plan Executive Director of School Turnaround
Organizational Structure and Resources: Includes use of resources, schedule, staffing, and teaming.	OHI Data Organizational Chart Academic Leadership Team Operational Leadership Team to include Faculty Advisory Grade Level Teams Vertical Teams
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	Campus Improvement Plan (CIP) PLC SIG (School Improvement Grant) OHI Ways to Improve School Effectiveness (WISE) Quarterly Review of CIP Instructional Rounds

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation
F. D. Moon Academy		X						X

The transformation model was selected as the most appropriate intervention model for F.D. Moon Academy based on a comprehensive needs assessment and a review of the current level of implementation of job-embedded professional development initiatives in The Art and Science of Teaching, Building Academic Vocabulary and student engagement strategies. Gains in student achievement occurred in 2008-2009 in math resulting from increased teacher capacity to deliver high quality instruction. Data from the comprehensive needs assessment supports the use of the transformation model as the most appropriate model for significantly improving student achievement at F.D. Moon Academy.

The principal of F.D. Moon Academy for 2010-2011 was replaced as required by the SIG. The newly selected principal, Marionette Gibson, has extensive experience in the implementation of Reading First as well as previously serving in an administrative capacity as a language arts supervisor in an urban school district. Mrs. Gibson has proven experience in turning around a low-performing school as evidenced with reading scores in 2005 at the 508 API to 2009 year at 1183 API and math scores in 2005 at the 797 API to 2009 year at 1134 API at her former school.

Staff at F.D. Moon Academy will be expected to fully implement all professional development, increased learning time and continuous learning calendar to best meet the needs of students. The transformation model emphasizes building capacity, however, staff members who for various reasons are not able to meet the employment conditions are provided for in contract language as a voluntary transfer.

Building capacity and leaders at all levels is the goal for the transformation model. Professional development, coaching, implementation rubrics for measuring teacher competencies, as well as displays of data walls provide for accountability and responsibility. As teachers become proficient and build professional competencies, the need for coaching and support will transfer from outside consultants to the professional learning community of the site in terms of sustainability.

The OKCPS District’s Board of Education approved the Increased Learning Time and Continuous Learning Calendar. AFT will develop a Memorandum of Understanding to support the Marzano Teacher Evaluation System.

The Executive Director of School Turnaround will be responsible for supervising the principal with regard to day to day operations, instructional goals, and learning goals. The school's Academic and Operational Leadership Team (to include Faculty Advisory) will guide the school's transformation model. The school's website will include the organizational chart, communication strategies, and a dashboard for the school's progress towards goals.

SCHOOL SMART GOALS

SMART Reading/Language Arts Goals
<ul style="list-style-type: none"> • Goal for 2010-2011: • The API reading score for students in the All Students subgroup will increase from 430* to the identified state performance benchmark of 787 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2011-2012: • The API reading score for students in the All Students subgroup will increase from 787 to the identified state performance benchmark of 1144 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2012-2013: • The API reading score for students in the All Students subgroup will increase from 1144 to the identified state performance benchmark of 1500 in the 2012-2013 school year.
<p>Rationale: Moon Academy has a 2009 Reading API score of 430. The difference between 1500 and 430 is 1070. In order to assure that all Moon Academy students to score proficient or advanced on the Reading CRT by 2013, the Reading API must increase by 357 points for each of the three years of the School Improvement Grant.</p> <p>*Based on the new cut scores.</p>

SMART Mathematics Goals
<ul style="list-style-type: none"> • Goal for 2010-2011: The API mathematics score for students in the All Students subgroup will increase from 431* to the identified state performance benchmark of 787 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2011-2012: The API mathematics score for students in the All Students subgroup will increase from 787 to the identified state performance benchmark of 1143 in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2012-2013: The API mathematics score for students in the All Students subgroup will increase from 1143 to the identified state performance benchmark of 1500 in the 2012-2013 school year.
<p>Rationale: Moon Academy has a 2009 Math API score of 431. The difference between 1500 and 431 is 1069. In order to assure that all Moon Academy students score proficient or advanced on the Reading CRT by 2013, the Math API must increase by 356 points for each of the three years of the School Improvement Grant.</p> <p>*Based on the new Cut Scores</p>

INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Contracted services with Robert Marzano to provide professional development (see section 4 of the action plan) (funding source 537) • Marzano Research Laboratory Evaluation System (see section 4 of the action plan) (funding source 537) • Remedial Specialist to provide supplemental education services in reading and mathematics (funding source 537) • Social worker to provide services for at-risk students and their families (funding source 511)
Title II, Part A	<ul style="list-style-type: none"> • Salary for Instructional Facilitators to provide ongoing professional development and coaching (see section 4 of the action plan) • Ongoing New Teacher Orientation (see section 5 of the action plan)
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) (see section 4 of the action plan) • Bilingual Paraprofessional
General Fund	<ul style="list-style-type: none"> • Salary for Principal to lead the school during the implementation of the transformation model (see section 1 of the action plan) • Voyager Math and Literacy Curriculum (see section 6 of the action plan) • Comprehensive formative and summative data system (see section 7 of the action plan) • Continuous learning calendar implementation (see section 8 of the action plan)
Local, community, and business partners	<ul style="list-style-type: none"> • The Foundation for OKCPS (see section 9 of the action plan) • Parental Information Resource Centers (see section 9 of the action plan) • Parent Teacher Association (see section 9 of the action plan) • BLAC, Inc. (see section 4 of the action plan) • Public Strategies (see section 9 of the action plan)

WAIVERS

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014.

PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

- Beginning in the Fall and continuing in the Spring of 2010, F.D. Moon Academy attended three State Department of Education School Improvement Professional Development Seminars introducing the research of Marzano Research Laboratory for The Art and Science of Teaching. The school began exploring the use of researched-based instructional strategies (to include instructional rounds) for improved and deeper implementation of their Campus Improvement Plan goals, objectives, strategies and interventions. F.D. Moon Academy will consult and contract with Marzano Research Laboratory to coach, mentor and model all aspects of The Art and Science of Teaching for this school, to include instructional strategies, instructional rounds, standards-based grading and professional development in each of the ten Design Questions and twenty-five modules through study teams. Study teams would be identified both horizontally and vertically.
- OK Educational Services – F.D. Moon Academy will contract for services to fully implement the six steps to effectively teaching the Building of Academic Vocabulary (BAV). Assessment of professional staff and implementation rubrics to measure teacher competencies will also be a focus. Limited professional development was provided during the 2008-2009 school year.
- Professional development will be provided by MaxTeaching. Professional development is aligned to transformation strategies. MaxTeaching has the capacity to provide the professional development necessary for successful implementation of the transformation model. Forty (40) professional development/coaching days will be provided annually by MaxTeaching. Annual cost is \$90,000.00 for each of the first two years of the grant. The cost for the third and final year will be \$30,000.00. Materials to support MaxTeaching professional development will cost \$5000.00 for each of the three years of the grant for a total cost of \$15,000.00
- Professional Learning Community – Eakers/DuFour – Professional development will include the Leadership Team attending Regional/National Institute for three (3) days. This training will be used to strengthen leadership capacity and collaboration among the entire staff to promote student achievement.

Please see the attached district policy regarding Purchasing and Distribution as well as the Corrective Action procedure for vendors not meeting district expectations in the LEA Appendix. The Federal Programs Department utilizes an external evaluator to review vendor relations, monitors student progress, and program implementation. In addition data will be used to inform decisions on whether particular strategies/programs are being proven effective. Student progress on the district Benchmarks, and the Oklahoma Core Curriculum Tests. The quarterly reviews of Campus Improvement Plans will also be reviewed to ensure desired results are being achieved.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

A Memorandum of Understanding (MOU) between OKCPS and the American Federation of Teachers (AFT) will be developed to address the collective bargaining modifications necessary for implementation of the transformation model. The OKCPS Board of Education (BOE) will approve modifications to existing policies and procedures to accommodate the transformation implementation requirements. Pending approval of the application the MOU will be presented to the BOE.

OKCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to F.D. Moon Academy without consent of the Principal. F.D. Moon Academy will use a structured-interview process as a

component of staff selection. Current staff will be provided with an opportunity to transfer to other OKCPS sites if they are unwilling to meet the employment conditions of the School Improvement Grant. A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from OKCPS staff and AFT staff. Components of the evaluation system will include the use of an observational protocol that will be developed for F.D. Moon Academy, with strong linkages to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for staff who continue to fail to meet performance standards.

Reading, math, and special education teachers will receive \$50.00 for each student who earns proficient or advanced on the respective Math or Reading CRT or moving from Intensive and Strategic to Emerging on the DIBELS – Star Math. Each certified staff member will receive \$3,000.00 if the annual Reading SMART goal or API is met and \$3,000.00 if the annual Math SMART goal or API is met.

F.D. Moon Academy will provide, beginning with the 2010-2011 school year, sixty (60) minutes of additional classroom instruction in reading and math each day. The teacher day will be from 7:30 – 4:00 P.M. (4:30 on Tuesdays for faculty meeting) and the student day will be from 8:00 – 3:30 P.M. The administrator day will be from 7:30 – 4:30 P.M. Thirty (30) minutes of the day will be achieved through an agreement with the AFT without additional compensation, while the other thirty minutes will be compensated with funding from the School Improvement Grant. In terms of sustainability, the school will continue with a thirty (30) minute extended day without a cost, to provide for interventions in reading and/or math daily for students identified with learning achievement gaps. It is the intent that most of the students will have closed the achievement gap after three years of the School Improvement Grant implementation.

F.D. Moon Academy will provide sixty (60) minutes of planning per day to include individual and collaborative time. Two-hundred (200) minutes of the total will be individual planning time and one-hundred (100) minutes of the total will be collaborative planning with horizontal and vertical teams. Following the completion of the grant, the school will sustain the PLC sixty (60) minutes of planning per day with the use of federal funds. PLC vertical and horizontal instructional teams will take place within the school day as students are participating in related arts and/or other identified safety net interventions.

F.D. Moon Academy will implement a continuous learning calendar that will include fifteen (15) additional days of instruction during intersession for students identified as not meeting quarterly achievement goals. Following the completion of the SIG the school would remain on a continuous calendar.

Five (5) days of professional development will be added to the calendar prior to the start of school and two days after Record Day.

NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.

SCHOOL SUSTAINABILITY EFFORTS

The primary focus of the School Improvement grant is to develop the capacity of F.D. Moon Academy staff to assure sustainability of effective instructional practices. The additional contract days for intercessions and professional development days that are included in the SIG plan will be provided in subsequent years utilizing available Title I, Title II and/or general fund expenditures at the end of the grant period. Professional development will continue as a normal component of the Campus Improvement Plan. The additional instructional time will be reduced from sixty (60) to thirty (30) minutes per day – 250 minutes per week at the completion of the grant, as the critical mass of students would now have met achievement goals and built a solid foundation for continued progress. However, the needs of students identified with learning deficiencies or gaps in reading or math would be addressed in the thirty (30) minutes of additional instruction.

The requirements of the transformation model support the strategic direction of the district. The district is in the process of developing a strategic framework made up of a district mission, vision, strategic priorities and goals. With the community wide efforts going into rolling out the plan, there will be a great deal of accountability and progress updating required. This will complement the strategies within the transformation model, and will assist the school site in reviewing results and building the necessary capacity to ensure the sustainability of our efforts.

F.D. Moon Academy will use the WISE online planning and coaching tools throughout the three-year implementation of the transformation intervention model to identify needs and to evaluate and track student progress impacted by implementing intervention strategies. The sites will utilize the resources available including WISE Ways®.

The Planning, Research, and Evaluation Team will assist in the collection, evaluation, and distribution of district, state and norm-referenced data. Progress monitoring will take place on a day-to-day basis in the sites as teachers closely monitor student progress. Data will be an ongoing topic of discussion in PLC conversations. Data walls in the sites will help to promote transparency and will help to make the invisible, visible.

Rigorous evaluation systems for teachers will be developed using the Marzano evaluation system. This will promote staff growth as well as job embedded professional development opportunities including The Art and Science of Teaching, Building Academic Vocabulary, and other research-based literacy strategies. After working on these initiatives over the grant cycle they will become routine practice. There is an assessment piece for professional development to ensure accountability.

F.D. Moon Academy and Douglass Middle School are in the same region of the district, and Moon is a feeder school into Douglass. The two schools are mirroring some of their efforts to begin reform at the Elementary level, and continue at the Middle level. This will also promote sustainability. For example, Great Expectations will be used at F.D. Moon Academy as a means for developing rules and rituals. This carries over at Douglass with the rituals and routines taught in the workshop model training with ACT - America's Choice.

Site Action Plans and Campus Improvement Plans include strategies to create and establish various partnerships in the community such as business partners, partnerships with service organizations, partnerships with school alumni, and for increasing the involvement of our Parent Teacher Associations. This can be another way to sustain reform efforts. The District will continue to seek grant opportunities and other ways to secure funding to continue reform efforts.

Name of School: F.D. Moon Academy		Tier: I	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	The principal of F.D. Moon Academy for 2009-2010 was replaced as required in the SIG for 2010-2011. The newly assigned principal has extensive experience in the implementation of Reading First as well as previously serving in an administrative capacity as a language arts supervisor in an urban school district. She has proven experience in turning around a low-performing school with reading scores in 2005 at the 508 API to 2009 year at 1183 API and math scores in 2005 at the 797 API to 2009 year at 1134 API from her former school.	The Principal will begin implementation of the SIG effective June 14, 2010.	Marionette Gibson

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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>Development of the teacher and principal evaluation system will be completed during the 2010-2011 school year through Marzano Research Laboratory with input from OKCPS staff and AFT staff. Components of the evaluation system will include the use of instructional rounds, observational protocols, strong linkages to student achievement data, early identification of teachers who are not meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for staff who continue to fail to meet performance standards.</p>	<p>August 2010 – June 2013</p>	<p>Karl Springer – Superintendent</p> <p>Michael Shanahan – Senior Human Resource Officer</p> <p>Ed Allen – President, AFT</p> <p>Robert Marzano, CEO, Marzano Research Laboratory</p> <p>Marionette Gibson – Principal</p> <p>AFT teacher consultants</p>
<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve</p>	<p>Reading, math, and special education will receive \$50.00 for each student who earns proficient or advanced on the respective Math or Reading CRT. Each certified staff member will receive \$3,000.00 if the annual Reading SMART goal or AYP is met and \$3,000.00 if the annual Math SMART goal or AYP is met.</p>	<p>August 2010 – June 2013</p>	<p>Karl Springer – Superintendent</p> <p>Michael Shanahan – Senior Human Resource Officer</p> <p>Ed Allen – President, AFT</p>

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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)
their professional practice, have not done so.			Robert Marzano, CEO, Marzano Research Marionette Gibson – Principal
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	<ul style="list-style-type: none"> Beginning in the Fall and continuing in the Spring of 2010, F.D. Moon Academy attended three State Department of Education School Improvement Professional Development Seminars introducing the research of Marzano Research Laboratory for The Art and Science of Teaching. The school began exploring the use of researched-based instructional strategies (to include instructional rounds) for improved and deeper implementation of their Campus Improvement Plan goals, objectives, strategies and interventions. F.D. Moon Academy will consult and contract with Marzano Research Laboratory to coach, mentor and model all aspects of The Art and Science of Teaching for this school, to include instructional strategies, instructional rounds, standards-based grading and professional development in each of the ten Design Questions and twenty-five modules through study teams. Study teams would be identified both horizontally and vertically. OK Educational Services – F.D. Moon Academy will contract for services to fully implement the six steps to effectively teaching the Building of Academic 	August 2010 – June 2013	Marionette Gibson, Principal Marzano Research Laboratory staff OK Educational Services staff MaxTeaching Staff McMillian Literature and Basal Reader Scotts Foresman Math Accelerated Reader

Name of School: F.D. Moon Academy		Tier: I	
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>Vocabulary to include assessment of professional staff and implementation rubrics. Limited professional development was provided during the 2008-2009 school year.</p> <ul style="list-style-type: none"> Professional development will be provided by MaxTeaching. Professional development is aligned to transformation strategies. MaxTeaching has the capacity to provide the professional development necessary for successful implementation of the transformation model. Forty (40) professional development/coaching days will be provided annually by MaxTeaching. Annual cost is \$90,000.00 for each of the first two years of the grant. The cost for the third and final year will be \$30,000.00. Materials to support MaxTeaching professional development will cost \$5000.00 for each of the three years of the grant for a total cost of \$15,000.00 Professional Learning Community – Eakers/DuFour – Professional development will include the Leadership Team attending Regional/National Institute for three (3) days. This training will be used to strengthen leadership capacity and collaboration among the entire staff to promote student achievement. 		
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work	Reading, math, and special education will receive \$50.00 for each student who earns proficient or advanced on the respective Math or Reading CRT. Each certified staff member will receive \$3,000.00 if the annual Reading SMART goal or AYP is met and \$3,000.00 if the annual Math SMART	July 2010 – August 2013	Karl Springer – Superintendent Michael Shanahan – Senior

Name of School: F.D. Moon Academy		Tier: I	
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)
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.	goal or AYP is met. NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers.		Human Resource Officer Ed Allen – President, AFT
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.	CRT – 5 th Grade Writing Scores Two Remedial Specialists will be used for Tiered Intervention of students at an annual cost of \$84,000.00 for a total over three years of the grant \$252,000.00.	August 2010 – June 2013	OKCPS staff
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.	Oklahoma City Public Schools Planning, Research and Evaluation Department’s comprehensive formative and summative data system provides accurate and timely data. Instructional units will be developed that included learning goals, scoring scales, formative and summative assessments.	August 2010 – June 2013	OKCPS staff
8. Establish schedules and implement strategies that provide increased learning time.	F.D. Moon Academy will add sixty (60) minutes additional instructional time to each school day and implement a continuous learning calendar that will include fifteen (15) additional days of instruction for students identified with learning gaps during intercessions of the continuous learning calendar.	August 2010 – June 2013	OKCPS staff

Name of School: F.D. Moon Academy		Tier: I	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
9. Provide ongoing mechanisms for family and community engagement.	<p>A parent involvement analysis inventory will be completed to develop a comprehensive plan for increasing family and community engagement. Current Parental Involvement Data reflects that families do not know or understand the school's goals, that communication structures need to be strengthened and that the community wants to have a greater involvement in their child's education. The PTA will be trained in organizational and operational systems by the State PTA. Parental Involvement funding will be used to provide for State and National PTA Training and Conferences.</p> <p>Public Strategies</p> <p>Ready for Kindergarten</p> <p>Parent University</p>	August 2010	<p>F.D. Moon Academy and OKCPS PTA and State and National PTA officers</p> <p>F.D. Moon Academy School Leadership Team members</p> <p>Community Partners</p> <p>Faith-Based Community Members</p> <p>Julie Hibbs</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>OKCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to F.D. Moon Academy without consent of the Principal. F.D. Moon Academy will use a structured-interview process as a component of staff selection. Current staff will be provided with an opportunity to transfer to other OKCPS sites if they are unwilling to meeting the employment conditions of the School Improvement Grant. A teacher and principal evaluation system will be developed by Marzano Research Laboratory with input from OKCPS staff and AFT staff. Components of the evaluation system will include the use of Instructional Rounds, observational protocol, strong linkages to student achievement data, early identification of teachers who are not</p>	August 2010 – June 2013	OKCPS staff

Name of School: F.D. Moon Academy		Tier: I	
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)
	meeting performance standards, coaching provided by AFT teacher consultants, and expedited dismissals for staff who continue to fail to meet performance standards.		
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Implement a district Turnaround Office and employ an Executive Director of School Turnaround to provide technical assistance and facilitate LEA and SDE support to assure implementation of the transformation model.	July 2010 – June 2013	Cindy Schmidt, Chief Academic Officer Terry Fraley, Executive Director of Federal Programs

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

BUDGET SECTION

SCHOOL BUDGET NARRATIVE

Marzano Research Laboratory will provide professional development to thirty-five (35) teachers in instructional strategies, unit design, formative assessment, standards-based grading, development of teacher and principal evaluation system and implementation of *The Art and Science of Teaching*. Some of the techniques that will be utilized include video reflection, lesson/unit design, and coaching in the classroom. The training will be delivered over the course of fifty-five (55) days during the first year of the SIG for a cost of \$300,000.00. During the second year of the grant the training will be delivered over the course of twenty-five (25) days for a cost of \$137,500.00. During the third and final year of the grant the training will be delivered over the course of fifteen (15) days for a cost of \$82,500.00. The daily rate of pay is \$5,500.00. Materials and supplies to support the training will cost approximately \$5,000.00 per year for a total cost of \$15,000.00.

OK Educational Services, LLC will provide professional development to thirty-five (35) teachers in the direct instruction of academic vocabulary. The objectives of the proposed professional development will be to obtain full implementation of direct instruction of academic vocabulary, to support the continued development of knowledge and skills in the direct instruction of academic vocabulary by all staff, and to provide quality materials to support the efficient and effective implementation of direct instruction of academic vocabulary. The training will be delivered over the course of forty (40) days during the school year. The daily rate of pay is \$2,200.00 per day for a total first year cost of \$88,000.00. The daily fee for services includes all consultant expenses and training supplies. OK Educational Services, LLC will provide professional development twenty (20) days during the second year of the SIG for a cost of \$44,000.00. For the third and final year, OK Educational Services, LLC will provide ten (10) professional development days during the course of the school year for a cost of \$22,000.

Professional development will be provided by MaxTeaching. Professional development is aligned to transformation strategies. MaxTeaching has the capacity to provide the professional development necessary for successful implementation of the transformation model. Forty (40) professional development/coaching days will be provided annually by MaxTeaching. Annual cost is \$90,000.00 for each of the first two years of the grant. The cost for the third and final year will be \$30,000.00. Materials to support MaxTeaching professional development will cost \$5000.00 for each of the three years of the grant for a total cost of \$15,000.00

F.D. Moon Academy will add sixty (60) minutes additional instructional minutes of time to each school day \$82,687.50 for 35 teachers and a total of \$248,062.50 for three years of the grant and implement a continuous learning calendar that will include fifteen (15) additional days of instruction during the intersession at an annual cost of \$84,000.00 for a total of \$252,000.00 for three years of the grant.

An additional five (5) days of professional development as well as a five (5) day teacher academy will be implemented. Additional training on the selected intervention model will be provided for new teachers that join the schools after the start of implementation. Professional development in instructional strategies, building academic vocabulary and literacy strategies will be provided to increase the capacity of F.D. Moon staff to effectively deliver instruction. Annual cost is \$1,600.00 per teacher X 35 for a total of \$56,000.00 each of the three years of the grant for a total cost of \$168,000.00,

A teacher and principal evaluation system will be developed and implemented by Marzano Research Laboratory at a cost of \$75,000.00 for each of the three years of the grant for a total cost of \$225,000.00.

To begin preparation and implementation of the Transformation Model and Continuous Learning Calendar the administrator will report prior to the start of school. The principal will report from Monday, June 14, 2010 to Wednesday, June 30, 2010. The principal will then report for duty Tuesday, July 6, 2010 for the 2010-2011 school year. The cost of \$4949.00 will be for each of the three years of the contract at a total cost of \$14,847.00.

The addition of fifteen (15) days of intersession would be supervised by the building administrator at an annual cost of \$5,700.00 for a total of \$11,400.00 for the three-year grant.

Increased Learning Time implementation of sixty (60) minutes, thirty (30) minutes of which would be for an additional compensation. The annual cost would be \$4,987.50 for a total of \$14,962.50 for the three-year grant.

Oklahoma City Public Schools will employ an Executive Director of School Turnaround. The Executive Director of School Turnaround will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SDE. F.D. Moon Academy will budget for 0.33 FTE of the Executive Director of School Turnaround.

Two Remedial Specialists will be used for the tiered intervention of students at an annual cost of \$84,000.00 for a total of \$252,000.00 for the three-year grant.

Performance pay stipends for certified employees for Student Achievement and Staff Attendance will annually total \$363,500.00 for a total of \$1,090,500.00 for the three-year grant.

The Leadership Facilitator will be used to mentor and coach the building administrator for ten (10) days at a cost of \$4,000.00 per year for a total of \$12,000.00 for the three-year grant.

Transportation for Sixth Grade Transitional Program to the secondary feeder school will be \$2,000.00 annually for a total of \$6,000.00 for the three-year grant.

Transportation for the eighteen (18) intersession days and increased learning time during the regular school year will cost \$45,000.00 each year for a total cost of \$135,000 for the three-year grant.