

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

SCHOOL SECTION

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

School Name: Roosevelt Middle School		SIG Site Contact: Dr. Linda Ware Toure	
Address: 3233 SW 44 th Street Oklahoma City, OK 73119		Name & Position: Executive Director, Office of School Turnaround	
		Phone#: 405-587-0293	
		Email Address: lwtoure@okcps.org	
Grade levels enrolled (SY11-12): 6-8		Number of Students Enrolled (SY11-12): 1000	
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 Roosevelt MS has been identified as a C3 school.			
Amount the LEA is requesting from FY2009 reallocated SIG 1003(g) funds School Improvement Funds for the next three years.			
Year 1: SY 2012-13		\$961,601.72	
Year 2: SY 2013-14		\$892,701.00	
Year 3: SY 2014-15		\$891,240.00	
Total Amount of Funding Requested for this School		\$2,748,093.00	

SCHOOL NEEDS ASSESSMENT

Roosevelt MS has conducted a continuous needs assessment process in 2011-2012 that informed the application for FY2011 SIG funds.

The needs assessment process began in Spring 2011. The leadership team, which included principals, teachers, and parents, assessed the needs of the school using the WISE Planning Tool which is based on Oklahoma's Nine Essential Elements. As part of this process, the team collected and analyzed data including, but not limited to OCCT/EOI scores, district benchmark scores, WIDA scores, attendance rates, and enrollment demographics. Using this data, the WISE Plan was developed for the 2011-2012 school year.

The team continued the needs assessment process throughout the 2011-2012 school year. The team performed three quarterly reviews: one in October, one in January, and one in April. During these reviews, the team collected and analyzed data related to benchmark scores, teacher and student attendance rates, professional development and parent involvement strategies, school improvement initiatives, and school successes and challenges. Additionally, during these meetings, the team reviewed and revised the WISE Planning Tool, as needed.

In January and February, the Leadership Team at Roosevelt MS conducted an additional comprehensive needs assessment to complete the District Capacity Determination Application (DCD) required of Priority Schools. The team worked in collaboration with OKCPS district personnel to complete the assessment. The team collected and analyzed data related to the required areas of the DCD including historical data, district expectations, academic supports, organizational supports, effective leaders and teachers, and family and community engagement and also collected documentation to support the reviews in these areas.

In early April, Roosevelt MS held a series of meetings to solicit feedback and input for the SIG application. These meetings included a staff meeting with District representatives, a community forum, SIG focused grade-level meetings, and a Leadership Team meeting.

Currently, the school is conducting its annual review of the WISE Plan and the school improvement efforts. The team will meet several times in the months of March through May to perform a final review of the 2011-2012 data and the WISE Plan and make revisions and updates to meet the goals for the 2012-2013 school year.

As evidenced, the Roosevelt MS Leadership Team, which includes administrators, teachers, and parents, has continuously assessed the needs of Roosevelt MS to identify areas of strength and weakness. The continuous review process which includes an annual WISE review, quarterly reviews, and the comprehensive needs assessment for the DCD informed all aspects of this SIG application.

Data Used for Needs Assessment

Roosevelt MS collected and analyzed the following data during the continuous needs assessment process for the 2011-2012 school year. Data listed were collected by the Planning, Research, and Evaluation Department (PRE) of OKCPS and the school staff and were analyzed by district personnel and the school leadership team.

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/EOI scores for the years of 2006-2011	WISE Planning Tool Assessments	OKCPS Statistical Profile for 2010-2011
NCLB Report Cards for the years of 2006-2010 (2011 has not been received from OSDE)	Organizational Health Inventory	School and District Drop-Out Rates
Math and Reading/Language Arts Benchmark Data for 2011-2012	PLC Meeting Minutes	School Suspension Rates
	Focus Walks and Classroom Observations	School and Teacher Attendance, Mobility, and Attrition Rates
		Enrollment counts and subgroup percentages
		School IEP Percentages
		School ELL Percentages

Stakeholders Involved in Needs Assessment

OKCPS and Roosevelt MS involved multiple stakeholders in the needs assessment and decision-making processes related to the SIG application. The list of school leadership team members that were involved in the WISE Planning process can also be found in the Roosevelt MS WISE Plan.

Name	Title	Stakeholder Group
Roosevelt MS Leadership Team	Includes Principal, Assistant Principals, Counselors, Teachers	School Leadership Team
Mr. Karl Springer, Ms. Sandra Park, Ms. Cindy Schmidt, Dr. Linda Toure, Ms. Terry Fraley, Dr. Sheli McAdoo, Ms. Verna Martin, Mr. Chris Berry, Ms. Jackie Mania, Ms. Amber Polach	Superintendent and District Central Office Staff	District Central Office Team

Participants at Community Forum		Parents and Community; Staff; District Central Office; OSDE Representatives
Roosevelt MS Grade-Level Teams	Includes Principal, Assistant Principals, Counselors, Teachers, Parents	Staff

LEA Needs Assessment Process

OKCPS began the needs assessment process for the FY2011 SIG competition in January 2012. During this month, OKCPS held a series of meetings with various stakeholder groups to share information, solicit feedback, and provide intensive technical assistance and support. These meetings are reflected in the chart below.

Meeting Date	Meeting Title	Stakeholders Represented
January 11, 2012	General Principals' Meeting	District, Principals
January 18, 2012	Priority Schools Meeting	District, Principals, AFT
January 18-25, 2012	School Leadership Team Meetings	Principal, School Staff, Community Members
January 25, 2012	DCD Workshop for Secondary Priority Schools	District, Principals
January 26, 2012	DCD Workshop for Elementary Priority Schools	District Principals
January 26-February 3, 2012	Individualized DCD Technical Assistance for Priority Schools	District, Principals, School Staff,
March 28, 2012	Principals Meeting	District, Principals
April 9, 2012	Roosevelt MS Staff Meeting	District, Principals, School Staff
April 10, 2012	Roosevelt MS Community Forum	District, Principals, School Staff, Parents, Community Members
April 11, 2012	OKCPS District Meeting	District, Principals
April 12, 2012	Roosevelt MS Leadership Team Meeting	District, Principals, School Staff, Parents
April 13, 2012	Roosevelt MS Leadership Team Meetings	District, Principals, School Staff
April 16, 2012	Roosevelt MS Leadership Team Meeting	Principals, School Staff
April 17, 2012	Roosevelt MS Leadership Team Meeting	District, Principals, School Staff

During these meetings, OKCPS and Roosevelt MS staff collaborated to collect and analyze data. The data was provided by the Planning, Research, and Evaluation Department (PRE) and the school staff. Data was then analyzed by OKCPS district personnel and the school staff and reported in the DCD. The information included in this DCD informed all aspects of the SIG application. District staff and the School Leadership Team collaborated using the information from the DCD as well as the WISE Planning Tool and the district quarterly reports to conduct a comprehensive needs assessment that identified the strengths, weaknesses, and areas of critical need. The summary of the results of this needs assessment are provided in the following chart.

<p style="text-align: center;">Areas to be considered as part of the comprehensive needs assessment</p>	<p style="text-align: center;">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>Roosevelt Middle School, Home of the Titans, is located on Southwest 44th Street in Oklahoma City. Roosevelt MS believes, as stated in the mission statement, that <i>"Every student will be educated according to individual needs. Students will increase critical thinking and problem solving, confidence in caring for self and others, and facility in communication."</i> To support this vision, Roosevelt MS has implemented school improvement strategies to meet the diverse needs of the students and community as described in the following school profile.</p> <p><u>Enrollment</u> - The enrollment at Roosevelt MS has increased substantially from 2006-2007 to 2011-2012. In 2006-2007 there were 816 students enrolled and in 2010-2011 there were 1000. The demographics have changed slightly as well with an increase in the Hispanic and Asian subgroup and a decrease in all other subgroups. Although, the ELL subgroup population has decreased from 42.3 % in 2007-2008 to 33.2% in 2011-2012, the number of ELL students in the regular education subgroup and the number of students who report a language other than English as their first language has increased. Additionally, the percentage of students receiving free and reduced lunch has decreased slightly from 100% in 2007-2008 to 96.9% in 2011-2012, but is still higher than the district average.</p> <p><u>Achievement</u> - The Reading API scores for the Regular Education subgroup at Roosevelt MS show an overall decrease, but have increased in the last year. In 2006, the API for this subgroup was 1043. It rose to 1082 (2007), 1112 (2008), and a high of 1218 (2009). In 2010, the scores decreased to 732 (following the state trend), but increased again in 2011 to 751.</p> <p>The Mathematics API for the Regular Education subgroup increased from 2006 to 2009, but decreased in 2010 and 2011. The API in 2006 was 1159 and it increased to a high of 1295 in 2009. In 2010, the API score decreased to 817 and remained relatively steady at 815 in 2011. Despite the overall decrease, Roosevelt MS did increase the mathematics API for the Native American subgroup and achieved safe harbor in both the Native American and White subgroups.</p> <p>In 2011-2012, benchmark results improved from Quarter 1 to Quarter 2: 6th grade math improved from 9 to 13% met benchmark, 6th grade reading from 16 to 27% met benchmark, 7th grade math from 1 to 25% met benchmark, 7th grade reading from 10 to 19% met benchmark, 8th grade math from 0 to 11% met benchmark and reading 11 to 27% met benchmark.</p> <p><u>Attendance and Drop-Outs</u> - The attendance rate for Roosevelt MS has remained relatively stable since 2006. In 2006, the rate was 93%, about 1% higher than the district average for that year. The rate then reached a high of 93.5% in 2007 and then remained around 92% for 2008 (92.1%), 2009 (92.7%), and 2010 (92.4%). In 2011, the attendance rate rose slightly to 92.8, just under the district average of 93.8%.</p> <p>The number of drop-outs at Roosevelt MS has increased overall from 2006-2007. The number of drop-outs in that year was 10. That number rose to 16 in 2007-2008, but decreased to 8 in 2008-2009 and 1 in 2009-2010. In 2010-2011, that number increased</p>

	<p>again to 14 students or 2.2% of the enrollment.</p> <p><u>Mobility and Attrition</u> - The mobility rate of Roosevelt MS has remained about the same as the district percentage. In 2006-2007, the rate was 51.1%, just above the district average of 50.2%. It then increased to 54.4% (2007-2008) and 56.4% (2008-2009), and decreased to 55.6% (2009-2010). In 2010-2011, the mobility rate for Roosevelt was 53.2%, again just above the district average of 50.4% for that year.</p> <p>Attrition rate of teachers is defined by the number of teachers who leave the profession or transfer to another school district within the school year. Attrition rates exclude retirements. Roosevelt MS has seen an overall increase in teacher attrition. The rates have increased and decreased over the years. In 2005-2006, the rate was 24%. It dropped to 14% in 2006-2007, rose again to 27% in 2007-2008, and then decreased to 22% and 21% in 2008-2009 and 2009-2010 respectively. In 2010-2011, the attrition rate reached a high of 38%</p> <p><u>Behavior</u> - The number of suspensions at Roosevelt MS has increased over the last 5 years, but the percentage of enrollment has decreased. In 2006-2007, the number of suspensions was 335 or 41.5% of the enrollment. By 2010-2011, the number of suspensions had risen to 396 or 43.4% of the enrollment. This is lower, however, than the percentage in 2007-2008 (45.4%) and in 2008-2009 (45.6%).</p> <p>Overall, Roosevelt MS has seen positive trends in some areas analyzed, but has also identified some areas that, as evidenced by the data, have shown a negative trend and will be addressed in this SIG application.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>At Roosevelt MS, teachers use the district pacing guide, which is aligned to PASS, to design curriculum in the subject areas. Teachers must refer to the pacing guide and the PASS objectives when creating lesson plans. Additionally, Roosevelt is beginning the transition to CCSS. Pacing guides aligned to CCSS are being developed by the district and utilized by teachers in language arts and math classes.</p> <p>Roosevelt MS also implements the America's Choice (AC) curriculum. Currently, most Language Arts, Math, Science, and Social Studies teachers use the AC workshop model to structure class, and our goal is to have all teachers using the workshop model. Roosevelt MS has scheduled ten “Navigator” classes in language arts , and 5 “Navigator” classes in math. Roosevelt also has two “Ramp-up” classes for each subject, language arts and math, that provide interventions in each subject area to approximately 30 students scoring lower limited knowledge and upper unsatisfactory that are not on an IEP.</p> <p>To ensure aligned curriculum for ELL students, teachers use a SIOP specific lesson plan to ensure alignment to state curriculum which is monitored by evaluation administrators and leadership team members.</p> <p>Use of the pacing guide, best practices, and America's Choice are monitored through Focus Walks, PLCs, and lesson plans. Focus Walks are conducted by teachers to observe other teachers' use of the strategies and to provide continuous feedback and reinforcement. Monitoring is also done by each department that meets weekly in PLCs to compare lesson plans and plan common assessments. In PLCs, teachers also compare individual class progress to pacing guides and reflect on the effectiveness of the</p>

	<p>methods used in class to teach students. Lesson plans are submitted to the school’s portal for evaluating administrators to monitor. Each teacher has a lesson plan notebook provided to keep a hard copy for walk through inspection.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>Roosevelt MS regularly analyzes student data such as OCCT and benchmark data to determine interventions. At the beginning of the school year, OCCT data is analyzed to determine which students will be placed in Tier 2 or Tier 3 interventions. Tier 2 intervention classes are offered to students scoring limited knowledge, and Tier 3 intervention classes provide intense interventions to students with extreme gaps in student knowledge. As students show improvement and proficiency on benchmark tests, provided three times a year, and periodic unit post tests, they are transitioned back into regular elective offerings and on grade level classes. They are then monitored to determine if they should be included in other tutoring interventions as needed. Other interventions available to students are: intersession classes 3 times per year (the week before Fall break, Winter break and Spring break) and Saturday School which is offered weekly since October 1, 2011 from 9-12.</p> <p>Roosevelt MS analyzes additional data on students identified in the ELL or IEP subgroups. WIDA test results are used to determine ELL interventions. Students that score above a 3.9 are identified and placed in Tier 2 intervention class called Literacy or Math Navigator. ELL inclusion teachers also work with the regular teacher to incorporate SIOP strategies for all students. Since the majority of the student population is Hispanic (73%), the SIOP strategies are used in all classes to benefit students. Students on IEPs are provided interventions based on the specifics of their plan. A resource is available for student as needed. Inclusion teachers work collaboratively with the regular classroom teacher to address the learning needs of the students in the classroom.</p> <p>Each student has an individual “Data Notebook” that they use to keep their data. They use a set of analysis worksheets to examine data and determine individual weaknesses and strengths. Teachers and students then use this data to determine appropriate individual student learning goals and to share progress with parents during student led conferences.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>In 2011-2012, all schools in OKCPS adopted a continuous learning calendar that included intersession classes during fall, winter and spring breaks, and the district added an additional twenty (20) minutes of instructional time to each school day. Roosevelt MS implements these district initiatives as well as additional extended learning opportunities. Roosevelt MS also uses Title I and School Improvement funds to provide Saturday School for students. Saturday school is available for students who have failed benchmarks or have scored limited knowledge or unsatisfactory on the OCCT. The sessions are from 9:00-12:00 from October to March. Roosevelt MS has seen success with this program and has had as many as 70 students attend one Saturday.</p> <p>During the school day, Roosevelt MS provides a double block of literacy (90 minutes) for all core Language Arts classes, offers after school tutoring twice a week, and provides Ramp-Up and Navigator Classes designed to meet the needs of the at-risk students. Roosevelt MS has also created a Titan Tech Team. The Titan Tech Team is comprised of 5 teachers in the 7th grade that uses laptops on a daily basis. The team plan involves developing interdisciplinary strategies to help students increase reading comprehension and retention of information, improve test scores, and develop research skills to bridge the learning gap for all students in the program. Laptops are also used to increase writing and research skills in all classes. Currently, 175 students are involved on the team, but the plan is to increase the number of participants to as many as 350 students.</p>
<p>School Culture: Includes learning environment, leader</p>	<p>Roosevelt MS understands the importance of maintaining a safe and orderly environment and has implemented several strategies to ensure the safety of students. A full time School Resource Officer (SRO) is employed at the school to monitor the building and security cameras and provide additional resources for the administration, and students wear uniforms to designate grade level and are</p>

<p>and teacher beliefs, and value of equity and diversity.</p>	<p>subject to scan each day when entering the building. The school safety committee meets at least monthly to review these strategies and other strategies, and to develop solutions to other safety issues that may arise.</p> <p>Beyond safety, Roosevelt MS also provides additional supports to address the social, emotional, and health needs of the students. 16 individual counseling agencies are used to provide services to 54 students and their parents, 6 Supplemental Educational Services (SES) tutoring agencies use the facility after school and service about 50 students, and a nurse is available onsite 3 days per week for parent and student consultations. Additionally, Roosevelt MS has adopted a proactive plan for bullying. Counselors present bullying lessons in classrooms during the 1st 9 weeks of school. Students and parents are encouraged to report any bullying situations or other needs to the counselors, teachers and administrators. All concerns are investigated and provided interventions such as mediation by counselors or administrators.</p> <p>To encourage good behavior, Roosevelt MS provides students with incentives. The Students of the Month are chosen for each grade and a luncheon is provided for each student with the principal. Good notes are encouraged by the principal for teachers to give to student when they are caught being good. They bring the note to the principal's office for a reward and recognition. Quarterly award receptions are planned for students that have achieved academic excellence, perfect attendance, and honor rolls. Certificates are presented, parents are encouraged to attend and parents and students receiving awards attend a cake and punch reception with the principals. Students reaching reading benchmarks each quarter are invited to attend reward field trips or dances.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>Roosevelt MS's greatest success in the area of Family and Community Involvement for the 2011-2012 school year is the 300% increase in PTSA membership. This has been attributed to the increased focus on the program and a comprehensive membership drive. In addition to PTSA, Roosevelt MS has implemented other strategies to involve parents, families, and the community.</p> <p>Roosevelt MS offers Conversational English classes for parents twice each week between October and May (servicing between 10 and 30 parents); distributes a Parent Outreach Newsletter and informational flyers translated into English and Spanish; offers parent meetings such as Math Night (200 participants), OK Promise Night (46 participants), and Pastries for Parents; and communicates through the School Connect Mobile Application and auto-dial phone calls which are available in English and Spanish. Further, Roosevelt MS provides translation services for all meetings and conferences for parents.</p> <p>Roosevelt MS has also developed several community partnerships. These community partnerships exist with area churches, the Hispanic Chamber of Commerce, and area businesses. Youth for Christ has implemented the "PULSE" club in which area ministers are connected to the school to provide Character First activities during lunch. The Hispanic Chamber of Commerce assists parents with completing paperwork for OK Promise, and Homeland Stores provides Roosevelt MS discounts on items and donations for many of the family and community meetings and events. Additionally, Roosevelt MS has partnered with the OKC Metropolitan Library System to create a weekly book club called The Page Turners. There are about 10 students from all three grade levels that attend regularly and the two Language Arts teachers that sponsor the club have secured donations from Little Caesar's for refreshments.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan,</p>	<p>With changing personnel and various levels of proficiency using technology, data analysis, and even effective teaching methods, ongoing professional development is provided during both vertical and horizontal PLC team times. Pearson's America's Choice training is provided for Language Arts, Math and Science teachers in an effort to utilize highly effective lesson structures that is consistently used in all classes. Through the use of the America's Choice Workshop model teachers are afforded a platform for discussion during PLC common planning times. Focus Walks by all teachers, America's Choice consultants, Taylor Tribble (data consultant), Dedra Stafford (classroom management consultant), leadership team members, Instructional Facilitator, and school and</p>

<p>capacity building, and evaluation process.</p>	<p>district administrators are conducted to investigate the various methods of implementation of “Best Practices.” Because the majority of students at Roosevelt MS are bilingual, Building Academic Vocabulary (BAV) is a very high priority in all classes, and will continue to be in the upcoming school year. Teachers utilize word walls in all classrooms to build the academic vocabularies of students. These walls are designed to be interactive classroom tools. Professional development is provided all teachers to improve the teaching of BAV, and teachers participate in focus walks to observe how word walls are used in other classrooms. Teachers also share BAV ideas in PLC meetings.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>There have been many leadership changes at Roosevelt MS in the 2011-2012 school year. The previous principal transferred to a different school site within the district in Summer 2011. The current principal was placed at Roosevelt MS as an interim and hired as the site principal. In addition to the principal, one assistant principal, the instructional facilitator, and a few teachers were replaced. The 2011-2012 school year, therefore, has been a transition year for the school. The Leadership Team has been meeting regularly throughout the year to discuss revisions and updates to policies and procedures to meet the vision and goals for the 2011-2012 school year.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>The Principal and the School Site Leadership Team of Roosevelt MS have control over the General Fund Budget and the site Title I budget to expend funds to meet the needs of the students. Although the Office of Secondary Education and Reform has developed a framework for all OKCPS schools to follow, and the Title I office monitors the Federal Requirements for Title I funds, the School Leadership Team has the flexibility to implement the elements. The district framework gives the school the "what" and the Leadership Team designs the "how." In addition, Roosevelt MS has the autonomy to staff the school site, create the master schedule, develop PLC meeting times, and allocate resources to departments as needed.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Roosevelt provides time for principals and teachers to collaborate and analyze data. The principal and teachers meet weekly in PLCs, and Roosevelt MS used Title I funds to contract with an external data consultant for the 2011-2012 school year. This data consultant provides professional development on Edusoft and data analysis during PLC meetings and also assists the Roosevelt MS leadership team in monitoring the progress of the school.</p> <p>Roosevelt MS also provides time for students to collect and analyze data. Students examine individual OCCT reports at the beginning of the year to determine weaknesses and write initial goals for the year. This information is kept in a student data notebook, and the notebooks and goals are updated after each benchmark assessment. The notebooks are then shared with parents during the two parent teacher conferences throughout the year, and interventions are developed.</p> <p>Academic goals for the school are written in the school's WISE Plan, and progress toward the goals is checked at each quarterly review. Academic goals are also posted in the front office, library, school web site and classrooms for students, teachers, and parents.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

OKCPS held several meetings to determine the needs of Roosevelt MS. OKCPS determined that the model most appropriate for Roosevelt MS would be the **Transformation Model**.

The current status of Roosevelt MS as a priority school and a potential C3 school contributed to the decision. As a priority or C3 school, Roosevelt MS will be required to implement the Turnaround Principles as outlined in Oklahoma's ESEA Flexibility Waiver Request. These principles include review of the principal and staff, increased flexibility and autonomy, professional development, extended learning time, curriculum alignment, data reviews, school environment, and family and community engagement. These Turnaround Principles align almost directly with the required components of the Transformation Model as defined by the United States Department of Education. Additionally, as a potential C3 school, Roosevelt MS will receive intensive technical assistance from the Oklahoma State Department of Education to meet the Turnaround Principles. Because of this increased assistance, the more drastic models such as Turnaround, Restart, and Closure did not seem necessary or appropriate given the increased support and funding that will be available to Roosevelt MS.

The comprehensive needs assessment also informed the choice of the Transformation Model. It was evident from the continuous needs assessment process at Roosevelt MS that many best practices are already in place. These include:

- Protected Collaboration Time for PLCs
- Job-Embedded Professional Development in Data Review and Analysis
- Innovative Curricular Programs Such as The Titan Tech Team
- Student Data Notebooks
- Building Academic Vocabulary
- Functioning Parent/Teacher/Student Association
- Community Partnerships

However, it was also evident through data analysis that Roosevelt MS has areas that need additional support; support that would be provided by implementation of the Transformation Model. According to the Oklahoma State Department of Education "Priority School" District Capacity Review Profile, the two areas that received the lowest scores from reviewers were Historical Data Analysis and District Expectations. The needs assessment conducted by the district and school revealed some areas that could be addressed in order to strengthen these categories. Although the overall API for Roosevelt MS increased from 2010-2011, the math API for All students decreased slightly (from 817-815) and the school did not make Adequate Yearly Progress (AYP). Also, it appears from the score sheet that Roosevelt MS needs to address communication with stakeholders and the community, increasing depth of knowledge, and interventions for subgroups, specifically ELL and IEP.

Through careful consideration of both the current identification of Roosevelt MS as a priority school and the results of the needs assessment, OKCPS determined implementation of the Transformation Model would allow Roosevelt MS to continue existing successful practices as well as focus attention and receive support in the areas of need.

SCHOOL SMART GOALS*

*Due to Oklahoma's recent changes in the accountability system, OKCPS recognizes that once the application is approved, OSDE will provide guidance in revision of the SMART goals to include measurable benchmarks for all OCCT/EOI subjects, Growth Index for All students, Growth Index for the Lowest Performing 25%, and Whole School Improvements as defined by the A-F rules.

SMART Reading Language Arts Goals
<p>Goals for 2012-2013:</p> <p><u>Sixth Grade:</u> In 2012-2013, the proficiency rate for All 6th grade students in Reading will increase from 27% to 40%.</p> <p><u>Seventh Grade:</u> In 2012-2013, the proficiency rate for All 7th grade students in Reading will increase from 39% to 50%.</p> <p><u>Eighth Grade:</u> In 2012-2013, the proficiency rate in Reading for All 8th grade students will increase from 38% to 50%.</p>
<p>Goal for 2013-2014:</p> <p><u>Sixth Grade:</u> In 2013-2014, the proficiency rate in Reading for All 6th grade students will increase from 40% to 50%.</p> <p><u>Seventh Grade:</u> In 2013-2014, the proficiency rates in Reading for All 7th grade students will increase to 55% from the 6th grade proficiency rate of 40%.</p> <p><u>Eighth Grade:</u> In 2014-2015, the proficiency rate in Reading for All 8th grade students will increase to 65% from the 7th grade proficiency rate of 50%.</p>
<p>Goal for 2014-2015:</p> <p><u>Sixth Grade:</u> In 2014-2015, the proficiency rate in Reading for All 6th grade students will increase from 50% to 60%.</p> <p><u>Seventh Grade:</u> In 2014-2015, the proficiency rates in Reading for All 7th grade students will increase to 65% from the 6th grade proficiency rate of 50%..</p> <p><u>Eighth Grade:</u> In 2014-2015, the proficiency rates in Reading for All 8th grade students will increase to 70% from the 7th grade proficiency rate of 55%.</p>
<p>Rationale: In 2010-2011, the proficiency rates for the All students subgroup for Reading were 27% (6th Grade), 39% (7th Grade), and 38% (8th Grade). Due to analysis of student data and benchmark scores, Roosevelt MS anticipates an increase in OCCT/EOI proficiency rates for the 2011-2012 school year and believes with the additional support from C3 and SIG, the listed goals will be attainable. Although the goals listed for the next three years for Roosevelt MS do not reflect a 100% proficiency rate after three years, the goals do reflect an increased proficiency rate of approximately 30% for All students.</p>

SMART Mathematics Goals
<p>Goals for 2012-2013:</p> <p><u>Sixth Grade:</u> In 2012-2013, the proficiency rate in Math for All 6th grade students will increase from 29% to 42%.</p> <p><u>Seventh Grade:</u> In 2012-2013, the proficiency rate for All 7th grade students in Math will increase from 38% to 50%.</p> <p><u>Eighth Grade:</u> In 2012-2013, the proficiency rate in Math for All 8th grade students will increase from 34% to 45%.</p>
<p>Goal for 2013-2014:</p> <p><u>Sixth Grade:</u> In 2013-2014, the proficiency rate in Math for All 6th grade students will increase from 42% to 55%.</p> <p><u>Seventh Grade:</u> In 2013-2014, the proficiency rates in Math for All 7th grade students will increase to 57% from the 6th grade proficiency rate of 42%.</p> <p><u>Eighth Grade:</u> In 2014-2015, the proficiency rates in Math for All 8th grade students will increase to 65% from the 7th grade proficiency rate of 50%.</p>
<p>Goal for 2014-2015:</p> <p><u>Sixth Grade:</u> In 2014-2015, the proficiency rate in Math for All 6th grade students will increase from 55% to 65%.</p> <p><u>Seventh Grade:</u> In 2014-2015, the proficiency rates in Math for All 7th grade students will increase to 65% from the 6th grade proficiency rate of 55%..</p> <p><u>Eighth Grade:</u> In 2014-2015, the proficiency rates in Math for All 8th grade students will increase to 70% from the 7th grade proficiency rate of 57%.</p>
<p>Rationale: In 2010-2011, the proficiency rates for the All students subgroup for Math were 29% (6th Grade), 38% (7th Grade), and 34% (8th Grade). Because of analysis of student data and benchmark scores, Roosevelt MS anticipates an increase in OCCT/EOI proficiency rates for the 2011-2012 school year and believes with the additional support from C3 and SIG, the listed goals will be attainable. Although the goals listed for the next three years for Roosevelt MS do not reflect a 100% proficiency rate after three years, the goals do reflect an increased proficiency rate of approximately 30% for All students.</p>

SMART Graduation Rate Goals
Goal for 2012-2013: N/A
Goal for 2013-2014: N/A
Goal for 2014-2015: N/A
Rationale: N/A

INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A	In 2011-2012, Title I, Part A funds were used to provide 4 Literacy and Math Navigator Teachers, pay stipends for afterschool tutoring and Saturday school, purchase supplemental materials for math and Language Arts, contract with professional development providers, send teachers and administrators to national conferences and workshops, provide parent nights and PASS booklets for parents, and pay the salary for the Attendance Advocate. As Roosevelt MS is a priority school, the interventions provided with Title I will be reviewed and aligned with the required Menu of Interventions from the OSDE.
Title II, Part A	Title II, Part A funds are used to provide New Teacher Orientation to all teachers new to the district, to provide monthly Principal Academies, and to pay the salary of the district Director of Professional Growth and Development who provides various trainings for all teachers and administrators within the school.
Title III, Part A	Title III, Part A funds provide professional development and materials to Roosevelt MS. This includes SIOP training, Reading Horizons training, and Reading Horizons supplemental materials. Roosevelt MS is a newcomer site and also receives support from the district in the form of a part-time ELL Instructional Facilitator. Roosevelt MS also has available the resources and staff of the Language and Cultural Services Department at OKCPS.
Other Federal Resources <ul style="list-style-type: none"> • <i>School Improvement 1003(a)</i> • <i>IDEA</i> 	<p>Roosevelt MS received School Improvement 1003(a) funds in 2011-2012. These funds were used to provide additional Saturday School tutors; professional development and books for teachers; supplemental materials such as laptops, Front Row Audio Systems, student response systems, Smart Board accessories, and library materials; pay the salary for a parent liaison; and purchase Rosetta Stone to assist the staff in learning Spanish.</p> <p>IDEA funds are used by Roosevelt MS to provide Special Education services, as appropriate, to the nearly 16% of students identified as Special Education.</p>
State Resources <ul style="list-style-type: none"> • <i>Achieving Classroom Excellence (ACE)</i> 	ACE funds are used to provide instructional supplies, books, and technology to support ACE remediation.
Local Resources	N/A

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

OKCPS will collaborate with Roosevelt MS to modify policies and procedures to meet the requirements of the Transformation Model. Modifications will be made in the following areas:

Memorandum of Understanding

A Memorandum of Understanding (MOU) between OKCPS and AFT will be developed to address the collective bargaining modifications necessary for implementation of the Transformation Model. The MOU will include provisions concerning teacher evaluation, teacher contract time, performance pay, and other areas covered by the collective bargaining agreement. Pending approval of this application, the MOU will be approved by the OKCPS Board of Education.

Staffing

OKCPS currently provides site principals the hiring authority to post open positions, review applications, conduct interviews, check references, verify credentials and submit the name of the most qualified applicant to the district Human Capital Department. In addition, for Roosevelt MS, the district will ensure that staff will not be assigned to the school site without the approval of the principal. Current staff will also be provided the opportunity to transfer to another OKCPS school site if they are unwilling or unable to meet the employment conditions of SIG. Roosevelt MS will then use a structured interview process to hire staff to fill any vacant positions.

Teacher Evaluation System

In accordance with the TLE requirements of the State of Oklahoma, Roosevelt MS will implement a rigorous, transparent, and equitable Teacher Evaluation System. OKCPS has committed to the Marzano Causal Teacher Evaluation Model. Principals are currently being trained on both the model and iObservation, a Web based system used to effectively implement the model. More information about the Teacher Evaluation System can be found in the school action plan.

Scheduling

Roosevelt MS has modified its policies and procedures related to scheduling to reflect several situations unique to OKCPS.

Continuous Learning - Roosevelt MS implements a continuous learning calendar in which school begins the first week of August and ends the last week of May. The traditional summer break is shortened to just eight weeks and more frequent breaks are scheduled throughout the year. Students and staff receive two weeks for fall break, three weeks for winter break, and two weeks for spring break. However, during the first week of each of these breaks, Roosevelt MS offers intersession classes in reading and math. Students who are identified as most academically at-risk are given priority to attend.

Increased Learning Time - Roosevelt MS, like other schools in OKCPS, increased the school day by 20 minutes in the 2011-2012 school year by adding 15 minutes to the morning and 5 minutes to the afternoon. This time is used to provide additional instruction for students in each class period.

In addition to these district initiatives, Roosevelt MS will implement increased time to meet the requirements of priority schools and the requirements of SIG. Roosevelt MS will hold 11 regular school days during the scheduled district intersession time. While other schools are inviting students who are most academically at-risk to attend Reading and Math enhancement during three days of fall break, three days of winter break, and five days of spring break, Roosevelt MS will add 11 extra days to the regular school year by scheduling regular school days during fall, winter, and spring breaks.

Collaboration Time

Roosevelt MS currently provides collaboration for each teacher weekly. During this collaboration time, departments share lesson plans, create common assessments, and review data. Roosevelt MS will continue the practice of PLCs and ensure each teacher receives 90 minutes of collaboration time per week.

Professional Development

Roosevelt MS currently schedules professional development days for teachers prior to the start of school and has used Title I and School Improvement funds to provide professional development throughout the year. To meet the requirements of SIG, Roosevelt MS will ensure a 5 day academy prior to the start of school and will focus SIG funds on high-quality, job-embedded professional development for all teachers. Additionally, Roosevelt MS will modify practices to ensure all teachers hired after the first day of school will receive 5 additional days of training.

Beyond these areas, OKCPS will continue to work with Roosevelt MS to identify areas that may need modification and develop revisions to policies and procedures to best support the implementation of the Transformation Model.

SCHOOL SUSTAINABILITY EFFORTS

OKCPS and Roosevelt MS understand that the FY2011 SIG funds are only available for three years. As a result, OKCPS and Roosevelt MS have built into the SIG application sustainability efforts that will ensure improvements made during the period of funds will continue beyond the grant award timeframe.

Stakeholder Involvement

To ensure sustainability, Roosevelt MS has involved stakeholders in the process of developing the SIG application. Meetings were held with stakeholders at the school site continuously through the year in the form of annual and quarterly reviews, and formal SIG meetings for all stakeholders were held in April 2012. The following chart details the meetings held regarding the Priority Schools and SIG application requirements. (Repeated from the LEA Needs Assessment section of this application.)

Meeting Date	Meeting Title	Stakeholders Represented
January 11, 2012	General Principals' Meeting	District, Principals
January 18, 2012	Priority Schools Meeting	District, Principals, AFT
January 18-25, 2012	School Leadership Team Meetings	Principal, School Staff, Parents Community Members
January 25, 2012	DCD Workshop for Secondary Priority Schools	District, Principals
January 26, 2012	DCD Workshop for Elementary Priority Schools	District Principals
January 26- February 3, 2012	Individualized DCD Technical Assistance for Priority Schools	District, Principals, School Staff, Parents,
March 28, 2012	Principals Meeting	District, Principals
April 9, 2012	Roosevelt MS Staff Meeting	District, Principals, School Staff
April 10, 2012	Roosevelt MS Community Forum	District, Principals, School Staff, Parents, Community Members
April 11, 2012	OKCPS District Meeting	District, Principals
April 12, 2012	Roosevelt MS PLC Meetings	Principals, School Staff
April 13, 2012	Roosevelt MS Leadership Team Meetings	District, Principals, School Staff
April 16, 2012	Roosevelt MS Leadership Team Meeting	Principals, School Staff
April 17, 2012	Roosevelt MS Leadership Team Meeting	District, Principals, School Staff

OKCPS and Roosevelt MS hope that the involvement of various stakeholder groups will not only provide the feedback necessary for implementation of effective strategies, but will provide a sense of shared ownership that will be essential for sustainability and accountability. To ensure continued stakeholder involvement, Roosevelt MS will communicate to all stakeholders on a regular basis through School Connect, the new mobile application; auto-dial phone calls; and additional family and community meetings. Roosevelt MS, as a Priority School, will also form a Community Advisory Board (CAB) to advise the school, recommend school improvement strategies, and increase the involvement of parents and the community in all aspects of the school.

WISE Planning Tool

OKCPS began implementing the WISE Planning Tool in the 2009-2010 school year with all the SIG and School Improvement Sites. In the 2011-2012 school year, OKCPS required all of its school sites to create school plans using WISE. As a result of these efforts, Roosevelt MS has had two full years of implementation of WISE. OKCPS and Roosevelt MS have a vested interest in WISE, and, therefore, the commitment necessary to ensure the WISE Plan is effective not only during the years of SIG implementation, but also in the subsequent school years.

Formative and Summative Data

OKCPS and Roosevelt MS currently have a plan in place for the use of formative and summative data. OKCPS contracts with Riverside Publishing for the EduSoft Comprehensive Benchmark Assessment, and the OKCPS PRE department designs and develops benchmarks for the school

sites to administer three times a year. The data from these benchmarks is then reviewed and analyzed in principal meetings and site PLC meetings, and the results are used to determine interventions. OKCPS also provides extensive support for schools in the area of formative and summative data; schools have access to the PRE department for various forms of data and to the Curriculum Department and the Title I office for training and support in data review.

OKCPS has also used SIG funds from Cohort I and Cohort II to pay the salary for a SIG Data Coordinator. The Data Coordinator provides the SIG schools with additional support in collecting and analyzing data as well as using the data to drive decisions in the classroom.

Because OKCPS has already built a culture of data-driven decision making, these efforts will be sustainable beyond the availability of the SIG funds.

Funding Sources

OKCPS and Roosevelt MS considered funding sources when developing the SIG application. Roosevelt MS will leverage SIG funds to implement initiatives that will build capacity of the school staff and the community such as professional development for teachers and training for parents on how to be academic partners at home. For the initiatives funded by SIG that are determined to be highly effective, OKCPS will work with Roosevelt MS to reallocate Title I funds for continued support. Additionally, OKCPS will encourage and support Roosevelt MS in securing outside funding from community organizations and businesses.

Title I Schoolwide Plan

The Title I Schoolwide Plan at Roosevelt MS will support the sustainability efforts. OKCPS requires one plan for all schools regardless of Title I or School Improvement Status. For SIG schools, OKCPS works with sites to develop plans that include the approved actions for Title I, School Improvement (if necessary), and SIG. Because this process is currently in place and is supported at the district level, Roosevelt MS will be able to sustain SIG action steps in the Title I Schoolwide Plan after the availability of SIG funds has ended.

Transition Plans

Unlike previous cohorts of SIG, Roosevelt MS has a unique situation in that it has also been identified as a Priority School and a possible C3 school. Because of this situation, Roosevelt MS will receive additional support for not only its implementation of the chosen SIG reform model, but in creating a transition plan.

As a C3 school, Roosevelt MS will be required to develop a transition plan from the increased oversight of the OSDE back to the oversight of the district. This plan will have to address the capacity of the district and school to continue the improvement efforts, a plan for the district and the school to continue the Turnaround Principles and other effective improvement initiatives, and the recommendation of the C3 Advisory Board.

Because much of the accountability system described in Oklahoma's ESEA Flexibility Waiver Request aligns with the requirements of SIG, the C3 transition plan will be used and enhanced to ensure not only the smooth transition from C3 to the district, but from the status of a SIG school back to a non-SIG school.

OKCPS and Roosevelt MS are confident that with the additional support from the OSDE during the next three years as both a SIG School and a priority or C3 school, Roosevelt MS will not only show improvement, but will be able to sustain the efforts long after the funding period has ended.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

Roosevelt MS will not be requesting part of the Year 1 funds to support Pre-Implementation activities. The proposed SIG initiatives will be implemented in the 2012-2013 school year.

SCHOOL ACTION PLAN

For each Priority school, complete a **three-year** action plan for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

Name of School:			
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>Oklahoma City Public Schools (OKCPS) replaced the principal at Roosevelt MS in the 2011-2012 school year. OKCPS plans to retain the current principal based on these qualities.</p> <p>However, OKCPS recognizes that as a C3 school, the principal is subject to a review by the State Director of C3 schools. According to the waiver, "The State Director of C3 schools shall review the performance of every principal, using established criteria, to determine if the principal; has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced." Given this requirement, OKCPS has developed the following plan to meet this component:</p> <p>Action Steps for Implementation:</p> <ol style="list-style-type: none"> 1. Meet with OSDE to discuss qualifications of current site principal. 2. C3 evaluates current site principal based on established criteria. 3. C3 and OKCPS will collaboratively determine if the current site principal has the "skills, abilities, and leadership qualities" to lead the turnaround efforts of SIG and C3. 	<p>April 2012</p> <p>April 2012</p> <p>April - May 2012</p>	<p>OKCPS Superintendent and District Staff, OSDE</p> <p>State Director of C3 Schools</p> <p>OKCPS District Staff and State Director of C3</p>

Name of 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>4. Current site principal will begin implementation of the Turnaround Principles.</p> <p>Or</p> <p>4. C3 and OKCPS will collaboratively recruit and hire a principal to lead the turnaround efforts of SIG and C3.</p> <p>5. Continuously evaluate the site principal using the TLE model chosen by OKCPS to ensure effectiveness each year with the option of non-renewal of employment contract based on established performance targets.</p>	<p>July 2012</p> <p>June-July 2012</p> <p>July 2012-June 2015</p>	<p>OKCPS Office of School Turnaround</p> <p>OKCPS Human Capital Department and State Director of C3</p> <p>Executive Director of the Office of School Turnaround, State Director of C3</p>
<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>In accordance with Oklahoma State Law, OKCPS is in the process of adopting a Teacher and Leader Effectiveness Evaluation System (TLE) that includes components that align directly with this requirement of the Transformation Model. Oklahoma's TLE will include a five-tier rating system, annual evaluation, comprehensive remediation plans and coaching for teachers, and quantitative and qualitative assessment components. The State TLE commission narrowed the options for TLE systems to three, and OKCPS chose Marzano's Causal Teacher Evaluation Model.</p> <p>The following actions will be taken in Years 1-3 of SIG to ensure implementation of this component:</p> <p>Year 1: The 2012-2013 school year will be a transition year for Roosevelt MS. Principals and teachers will receive district provided training on the MRL evaluation system and the</p>	<p>2012-2013</p>	<p>OKCPS Professional Development Dept., Exec. Director of School Turnaround, Principal</p>

Name of 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>iObservation system, a web based program that supports the MRL evaluation model. During this year, teachers and administrators will pilot the MRL system, but will still use the current teacher evaluation system for formal evaluations. PARs will be hired and schedules will be implemented.</p> <p>Year 2 and Year 3: In the 2013-2014 and 2014-2015 school years, Roosevelt MS, as well as all other schools in OKCPS, will transition to the MRL Evaluation system for all formal evaluations. Because the evaluation system will no longer be considered a pilot program, all statutory requirements related to TLE will be implemented and upheld during this school year including the requirement to develop comprehensive remediation plans for any teacher rated "needs improvement" or "ineffective." Training on the MRL evaluation model will continue to be provided by the district to ensure full and effective implementation.</p>	2013-2015	OKCPS Professional Development Dept., Exec. Director of School Turnaround, Principal
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>Cohort 1 and II SIG schools had the opportunity to write for up to \$2 million in SIG funds. Because of the amount available, these schools were able to offer ample financial incentives and bonuses for all teachers in the school if goals were met. However, due to limited funding available for the Cohort III SIG competition, OKCPS will not be able to meet this component equitably across all SIG schools.</p> <p>Although Roosevelt MS will implement the Transformation Model like four other SIG schools in the district, the performance pay structure for Roosevelt MS will be different than the other schools. Again, this difference is based on available funds for the FY2011 competition.</p>		

Name of 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>The proposed performance incentive plan is as follows*:</p> <ul style="list-style-type: none"> • Certified staff will receive a \$1000 incentive if the school earns a C on the A-F Grading Scale. • Certified staff will receive a \$2000 incentive if the school earns a B on the A-F Grading Scale. • Certified staff will receive a \$3000 incentive if the school earns an A on the A-F Grading Scale. <p><i>* Incentives will be paid on a prorated scale based on FTE.</i></p> <p>For each year of the SIG funds, OKCPS will implement the following action steps to ensure reliable data and efficient rewarding of performance pay:</p> <p>Action Steps for Implementation</p> <ol style="list-style-type: none"> 1. Meet with AFT representatives to develop MOU regarding performance incentives. 2. OKCPS Board approval of MOU. 3. OKCPS PRE Department and Roosevelt MS administration will receive the annual school report card from OSDE. 4. Representatives from PRE and Federal Programs and the site principal will analyze the information and determine the performance pay amounts for each eligible teacher. 5. Required financial documents will be completed by the Federal Programs Office. 	<p>May-June</p> <p>July</p> <p>August</p> <p>September</p> <p>September</p>	<p>Superintendent, District Academic Team, AFT</p> <p>OKCPS SBOE, Superintendent PRE, Principal</p> <p>PRE, Principal, Federal Program</p> <p>Federal Programs</p>

Name of 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)
	6. Eligible teachers will receive stipend payments in the amount earned according to performance pay guidelines.	September	Financial Dept., Federal Programs
4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	<p>Roosevelt Middle School will continue its current job-embedded professional development in the areas of America's Choice, Common Core State Standards and Data Analysis with support from the OKCPS district central office and the OSDE.</p> <p>However, with the SIG funds, Roosevelt Middle School will provide staff with additional ongoing, high quality, job-embedded professional development that is aligned to the needs assessment, the Turnaround Principles required of C3 schools, the OSDE Menu of Interventions, and the requirements of the Transformation Model. The proposed focus areas for professional development are as follows:</p> <p>Sheltered Observational Protocol (SIOP) - A qualified SIOP coach will be hired full-time for the school site. This coach will provide training on SIOP, model SIOP strategies, coach teachers in the classroom, assist with data analysis of ELL related data, and meet with PLCs, administrators, and the Leadership Team to determine progress toward the required Language Instruction Program Delivery Plan and the effectiveness of the ELL strategies.</p> <p>The Art and Science of Teaching and Building Academic Vocabulary - Marzano Research Laboratory will provide professional development in the Art and Science of Teaching, Building Academic Vocabulary, and effective use of the Evaluation System. Services will include development of a common language, use of data, student-teacher relationship</p>		

Name of 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>building, instructional strategies, and formative assessments.</p> <p>State Required Professional Development - Roosevelt MS will provide the required 5-day teacher academy prior to the start of school to inform teachers of the requirements of C3 and SIG. These five days will also be planned to support the identified professional development focus for the school year. Additionally, administrators and teachers (as applicable) will attend What Works in Schools, the Principals Leadership Academy, and any other State required professional development and incorporate the trainings into the larger plan for the school.</p> <p>Instructional Strategies and Content Knowledge - To enhance instruction in the classroom, teachers will be provided with professional development in the areas of instructional strategies and content knowledge. Although this training will be driven by the results of the needs assessments done each year, the training will consist of, but will not be limited to Ruby Payne's <i>A Framework for Understanding Poverty</i>, Pre-AP/AP, Literacy/Math/Technology Integration, and content trainings sponsored by State and National content area directors and organizations.</p> <p>District Mentoring/Coaching - Roosevelt MS recognizes that there are schools within the OKCPS district that are effectively implementing PLCs, strategies for ELL students, and data review processes. The staff at Roosevelt MS will collaborate with the Office of Secondary Education and Reform to partner with higher performing schools for site visits and mentoring/coaching in areas of need. Schools that have been identified as possible partners include Belle Isle</p>		

Name of 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>MS. Classen SAS MS, and US Grant HS.</p> <p>Roosevelt Middle School recognizes that SIG is a three-year grant and has planned this proposed professional development to be a continuous process that ensures seamless integration of providers and addresses the areas of most need in Year 1.</p> <p>The proposed schedule is as follows:</p> <p>Year 1 – The needs assessment done by the Roosevelt MS staff showed that 30% of the students are ELL, and there is a large achievement gap between students in the ELL subgroup and the Regular Education subgroup. For 2011, the ELL subgroup API scores were 485 in math and 211 in reading compared to the Regular Education API scores of 815 for math and 751 for reading. The needs assessment also showed that training in instructional strategies and classroom management is needed school-wide. For these reasons, Roosevelt MS has identified the following professional development opportunities for Year 1 of the SIG grant. These align directly with the Turnaround Principles and the Menu of Interventions.</p> <ul style="list-style-type: none"> • Schedule 5-Day teacher academy focused on C3 and SIG requirements and focused on Professional development initiatives for Year 1 (see below). • Provide intensive SIOP training and coaching to all staff members. • Provide training for administrators on Marzano Teacher and Leader Effectiveness model. • Schedule book studies for The Art and Science of Teaching and BAV to be monitored through PLCs 	2012-2013	Principal, OKCPS Professional Development Committee, Executive Director of School Turnaround

Name of 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>and regular staff meetings.</p> <ul style="list-style-type: none"> Professional development on rituals and routines, classroom management, and effective behavior/discipline policies provided by the district Professional Development department. Develop district mentoring/coaching program. Additional State Required Professional Development (i.e., What Works in Schools, Principals Leadership Academy) <p>Year 2 - Roosevelt MS believes that the professional development in Year 1 will provide the staff the skills and abilities to enhance their knowledge in Year 2. Because of the academic need of the ELL students, SIOP training and coaching will be continued. Also, training will extend the Art and Science of Teaching beyond a book study to continuous, job-embedded coaching by an expert consultant.</p> <ul style="list-style-type: none"> Schedule 5-Day teacher academy focused on C3 and SIG requirements and focused on Professional development initiatives for Year 2 (see below). Continue to provide SIOP training and coaching to all staff members and additional intensive training to new or otherwise identified staff. Provide training and coaching on The Art and Science of Teaching and BAV to build upon Year 1 book studies. Additional State Required Professional Development. Continue district mentoring/coaching program. Additional professional development on instructional 	2013-2014	Principal, Professional Development Committee, Executive Director of School Turnaround

Name of 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>strategies and content knowledge as identified by the needs assessment after Year 1. This could include Ruby Payne's <i>A Framework for Understanding Poverty</i>, Technology Integration, and classroom management.</p> <p>Year 3 – Year 3 is the final year of the SIG funds, and Roosevelt MS recognizes that by the end of this year, the staff should have the capacity to sustain the strategies and improvement efforts of Years 1 and 2. During this year, Roosevelt MS plans to transition from consultant or trainer led professional development to staff-led professional development with coaching and advising by consultants in the areas of SIOP, The Art and Science of Teaching, and PLC. Roosevelt MS also plans to provide additional professional development that will expand teachers' instructional strategies and content knowledge.</p> <ul style="list-style-type: none"> • Schedule 5-Day teacher academy focused on C3 and SIG requirements and focused on Professional development initiatives for Year 3 (see below). • Transition to staff-led SIOP and The Art and Science of Teaching and BAV trainings during PLC meetings and regular staff meetings with advisement from consultants. • Provide individualized professional development opportunities to teachers in the areas of instructional strategies and content knowledge (i.e., Pre-AP/AP, Literacy/Math/Technology Integration) • Continue district mentoring/coaching program. 	2014-2015	Principal, Professional Development Committee, Executive Director of School Turnaround

Name of 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>To ensure proposed professional development is implemented with fidelity and to evaluate the effectiveness of services, Roosevelt MS will implement the following strategies for all providers:</p> <ul style="list-style-type: none"> • Create an annual schedule and comprehensive calendar for all contracted services. • Host a meeting for all providers to share expectations, set goals, and ensure continuity of message. • Create a monitoring plan (i.e., focus walks) to ensure services are provided as scheduled and strategies are implemented in the classroom. • Evaluate the services through teacher survey. • Re-evaluate services annually to determine if services are meeting the needs of the school and students and if the expected outcomes are being met. 		
<p>5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.</p>	<p>In addition to the performance incentives described in Requirement 3 of this application, Roosevelt MS will continue the successful strategies that are currently being used to recruit and retain teachers and principals. Although, Roosevelt MS plans to continue these for the duration of the SIG funds, they are not necessarily supported with SIG, but may be provided for by state and local funds or other federal funding sources.</p> <p>Teacher/Principal Recruitment Roosevelt MS understands the importance of effective teachers and leaders in overall school improvement. To address this, Roosevelt MS will make every effort to recruit highly qualified and highly effective teachers and principals. These efforts include:</p>	<p>2012-2015</p>	<p>Principal, OKCPS Human Capital Department</p>

Name of 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)
	<ul style="list-style-type: none"> • Roosevelt MS will participate in annual OKCPS sponsored job fairs. • OKCPS and Roosevelt MS will continue to partner with Teach for America to fill vacancies with high quality teachers. • OKCPS and Roosevelt MS will continue to partner with the UCO Urban Teacher Preparation program to recruit highly effective teachers with experience in urban schools. • OKCPS and Roosevelt MS will continue to use the Search Soft system to streamline application and hiring practices. • OKCPS and Roosevelt MS will continue to post vacant positions on the CCOSA and OSSBA Web sites as well as on National job search sites, if applicable. <p>New Teacher Induction Teachers new to Roosevelt MS will be provided additional support through the New Teacher Induction Program. This program is designed and implemented by the OKCPS Curriculum Department and provides not only a beginning of the school year conference, but ongoing professional development for all teachers that are new to the OKCPS district. Monthly sessions on instructional strategies, classroom management, and other topics are offered.</p> <p>Collaboration Time All teachers at Roosevelt MS are provided two periods per day for planning and collaboration. One 45 minute time block is provided for individual teacher planning and</p>	<p>2012-2015</p> <p>2012-2015</p>	<p>OKCPS Professional Development Dept., Title IIA Coordinator, Federal Programs, Principal</p> <p>Principal, Counselor, Leadership Team</p>

Name of 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>preparation. The other 45 minute time block is provided for teachers to meet in PLCs. During PLC time, teachers review and analyze student data, compare and create lesson plans and interventions, and analyze student work. This schedule ensures teachers have time not only to work together to improve student achievement, but also time during the school day to prepare for instruction.</p> <p>Foundation for Oklahoma City Public Schools The Foundation for Oklahoma City Public Schools provides classroom support, grant opportunities, opportunities for community partnership, and honors and awards to recognize excellence. Specifically, the Foundation provides the following incentives and supports for teachers at Roosevelt MS:</p> <ul style="list-style-type: none"> • Teacher Warehouse - The Teacher Warehouse provides much needed supplies such as paper, pencils/pens, markers, etc. to teachers on a monthly basis. • Grants - Teachers have the opportunity to apply for grants to fund innovative classroom projects. Students also have the opportunity to apply for grants to cover lodging and travel to attend national academic competitions. • National Board Certification - Teachers can also apply to the Foundation to receive assistance with the fees associated with pursuing National Board Certification. • Awards and Honors - Teachers are recognized for excellence through various awards and honors programs sponsored by the foundation such as Stars of Education and Teacher of the Year. 	2012-2015	OKCPS Communications Dept., Principal

Name of 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>Professional Development Teachers at Roosevelt MS are provide multiple opportunities to receive high quality professional development. Not only does Roosevelt MS use Title I funds to provide job-embedded training on data review and America's Choice, but teachers can also attend district sponsored training in technology integration, literacy and math strategies, and Common Core State Standards. Roosevelt MS plans to use SIG funds to create a focused and intensive professional development plan that will provide teachers with the skills and abilities to be successful in the classroom, improve student achievement and engagement, and gain an overall sense of confidence and community that will lead to higher rates of retention. The professional development plan is described in Component 4 of this section of the SIG application.</p>	2012-2015	Principal, Professional Development Committee
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards.	<p>The Oklahoma City Public Schools (OKCPS) curriculum has been aligned and is currently aligned with the Priority Academic Student Skills (PASS). OKCPS Pacing Guide addresses the PASS Standards at each grade level, PK-12. Updates are conducted on the Pacing Guides each school year to remain current with the PASS revisions. These guides are provided for each content area teacher.</p> <p>Additionally, OKCPS is beginning the transition to Common Core State Standards (CCSS), and the Executive Director of Curriculum is leading the revision of the current pacing guides to reflect the CCSS. The new pacing guides will be provided to teachers and a cadre of district trainers will provide intensive assistance in the transition to the new pacing guides and instructional strategies related to the new standards.</p>		

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	<p>OKCPS has also addressed curriculum in the OKCPS Strategic Plan which was approved in 2011. A major goal in this plan is to ensure "all students will graduate prepared for success in college and/or their chosen career path." To meet this goal, the Office of Secondary Education and Reform has implemented the Rigor and Readiness initiative which addresses six key areas: curriculum, scheduling, tutoring, instruction, professional development, and school climate. The America's Choice instructional program is part of this initiative.</p> <p>Roosevelt MS currently implements the America's Choice curriculum as part of the instructional program. There are currently 12 Language Arts teachers, 6 math teachers, and 6 science teachers that implement the workshop model in the classroom. Additionally, Roosevelt has scheduled 10 Navigator Literacy and 5 Navigator Math classes to provide additional support to students scoring Limited Knowledge on the OCCT and/or district benchmarks, and has scheduled 2 classes of Ramp-Up Literacy and 2 classes of Ramp-Up Math to students scoring lower Limited Knowledge or Unsatisfactory on the OCCT and/or district benchmarks. Roosevelt MS has seen some academic improvement since the adoption of America's Choice specifically in 8th grade math and 8th grade reading which have both increased the percentage of students scoring proficient, and in library circulation that has more than doubled since 2009, partly due to the 25 book campaign which is also part of America's Choice.</p>		

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	<p>2014-2015. Roosevelt MS will have also developed a cadre of teachers who show success in America's Choice and can assist in expanding the program to other content areas. Because of this, Roosevelt MS plans the following actions for Year 2:</p> <ul style="list-style-type: none"> • Continue use and monitoring of the district pacing guides and quarterly benchmarks. • Continue to use Navigator and Ramp-Up to Math and Literacy as Tier II and Tier III interventions for students. • Provide intensive training in the transition of pacing guides from PASS to CCSS in Reading/Language Arts and Math first and other subject areas as they become available. • Expand use of America's Choice workshop model to all classrooms not just Reading/Language Arts, Math, and Science using Teacher Leaders as models and coaches for other teachers. • Fully implement common assessments in all core content classes and include data in regular PLC meetings and Data Reviews. <p>Year 3 In Year 3, all Oklahoma schools will be required to be fully implementing CCSS. Year 3 will also mark the first year of the new State assessments based on CCSS. Because of the actions in Years 1 and 2, Roosevelt MS expects to be fully trained in the new pacing guides, have all teachers implementing the workshop model, and have multiple formative assessments to evaluate curriculum. (More information on assessment can be found in Component 7 of</p>	2014-2015	OKCPS Curriculum Dept, Principal, PLC Teams

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	<p>this section of the application.) Roosevelt MS, then, plans the following actions for Year 3:</p> <ul style="list-style-type: none"> • Fully implement CCSS pacing guides and benchmarks and common assessments aligned with CCSS. Monitor use through formal schedule of focus walks, PLCs, and administrator review of lesson plans. • Develop Teacher Leaders as experts in implementing CCSS and partner them with teachers who need additional support. • Continue to use Navigator and Ramp-Up to Math and Literacy as Tier II and Tier III interventions for students. <p>Roosevelt MS believes that by continuing success proven strategies and providing additional and focused support for teachers, the current instructional program will improve student achievement. By developing a three year plan in which the actions of each year build on the previous, the staff at Roosevelt MS will have the knowledge, skills, abilities, and built-in staff support to implement instructional initiatives with fidelity and sustain this instructional program after the duration of SIG funds.</p>		
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.	In the 2011-2012 school year, Roosevelt MS began a focus on data-driven instruction by implementing several strategies to build the capacity of teachers and students. During this year, Roosevelt MS administered district benchmarks, provided structure for PLCs, and introduced student data notebooks. Because these strategies have been successful, Roosevelt MS plans to continue these strategies for the three years of the SIG funds. These are described in more detail below:		

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	<p>District Benchmarks OKCPS contracts with Riverside Publishing Company to provide EduSoft Comprehensive Benchmarks for all schools. The PRE Department creates three common benchmarks for the elementary, middle, and secondary schools, and schools administer these benchmarks in the fall, winter, and early spring. The benchmarks are aligned with PASS, and new for 2011-2012, they also include sample test questions aligned with CCSS. During the three years of SIG, Roosevelt MS will continue use of the district benchmarks three times a year.</p>	2012-2015	OKCPS Curriculum Dept., PRE, Principal, PLCs
	<p>PLCs Roosevelt MS provides 45 minutes per day for teachers to meet in PLCs. During these meetings, it is expected that teachers focus on student data and data-driven decisions. The needs assessment shows that some departments are functioning in this manner, but some departments need additional support to reach full implementation. Roosevelt MS will continue PLCs as a way to collect and analyze data and share best practices and to provide teachers time to use that data to collaborate on interventions and instruction. To ensure PLCs are fully functioning, the administration will create a formal monitoring schedule and will use Teacher Leaders from effective PLCs to mentor other departments.</p>	2012-2015	Principal, PLC Leaders
	<p>Student Data Folders Each student at Roosevelt MS has an individual "Data Notebook" that they use to keep their data from the OCCT/EOI tests and from formative assessments such as district benchmarks. The notebooks are formatted as a set of</p>	2012-2015	Principal, PLCs

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	<p>analysis worksheets which teachers help students to use to examine data and determine individual weaknesses and strengths. Teachers and students then use this data to determine appropriate individual student learning goals. The information from these notebooks is formally shared with parents during student-led conferences. Roosevelt MS plans to continue use of the Student Data Folders, but will evaluate their effectiveness at the end of each school year and revise the structure or format, as needed.</p> <p>The results of the needs assessment and recommendations from the School Support Team show, however, that although Roosevelt MS does have these strategies in place, Roosevelt MS also has some needs in the area of data-driven instruction. To address these needs, Roosevelt MS plans to implement the following additional strategies during the three years of the SIG funds:</p> <p>Common Assessments The needs assessment showed that some departments are beginning to develop and use common assessments. The goal for Roosevelt MS is for all core content areas to have common assessments aligned to PASS and CCSS. During the three years of the SIG funds, Roosevelt MS plans to provide additional support to PLCs to develop common assessments and to analyze the data to inform instruction. Roosevelt MS will also develop a formal monitoring plan to ensure common assessments are effective in improving student achievement.</p> <p>Data Coordinator As a SIG school, Roosevelt MS will have access to the SIG Data Coordinator. This position was hired in the 2011-2012</p>	<p>2012-2015</p> <p>2012-2015</p>	<p>Principal, PLCs</p> <p>Executive Director of School Turnaround</p>

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	<p>school year, and the Data Coordinator's primary purpose is to provide SIG schools with data and extra assistance in using the data. Roosevelt MS has already formulated a plan for using the Data Coordinator most effectively. Roosevelt MS plans to create a section of the Teacher Resource Room that is devoted to data. In this room, student data will be available and a computer and printer with EduSoft access will be available. The Data Coordinator will meet individually with teachers during a school day to review student data, identify areas of critical need, and develop best practices to address the needs. To make this plan effective, Roosevelt MS will also budget for a Permanent Substitute which will cover classes, if needed, while teachers have their individual data meetings.</p> <p>Oklahoma Data Review Model As a SIG school, Roosevelt MS will also implement the Oklahoma Data Review Model. The school will conduct a formal Data Review three times a year following district benchmarks. During this review, Roosevelt MS will analyze data related to student achievement, teacher and student attendance, behavior, parent involvement, and professional development. The support provided by OSDE in the three years of SIG will ensure that Roosevelt MS can sustain the data review efforts long after the SIG funding has ended.</p> <p>Roosevelt MS has already begun the first steps towards a data-driven school. For the three years of the SIG funds, Roosevelt MS will continue the successful strategies of district benchmarks, PLC data review, and student data notebooks. However, Roosevelt MS will strengthen its use of data by implementing new strategies as well. These include</p>	2012-2015	Principal, PLCs

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	common assessments for core content areas, partnership with the SIG Data Coordinator, and use of the Oklahoma Data Review Model.		
8. Establish schedules and implement strategies that provide increased learning time.	<p>OKCPS believes strongly in the positive impact of extended learning time on student achievement. For this reason, OKCPS included "Extend the school day/year" as a goal in the OKCPS Strategic Plan. It is also the reason OKCPS adopted a continuous learning calendar in 2011-2012 and added 20 more minutes to the school day for all OKCPS schools. Additionally, OKCPS is currently in the research and development phase with the National Center on Time and Learning and the OKCPS community on a proposal to increase the school day and year by up to an additional 300 hours.</p> <p>As a SIG school, Roosevelt MS will continue the current strategies of the continuous learning calendar and the additional 20 minutes per day for all students. In addition, Roosevelt MS will implement the following strategies during the three years of the SIG funds:</p> <p>Years 1, 2, and 3 Instead of scheduling reading and math intersession classes only for those students who are indentified as academically at risk, Roosevelt MS will use the intersession time to add 11 regular school days to the school year. All teachers and students will be scheduled to attend and transportation will be provided. The schedule will be as follows:</p> <ul style="list-style-type: none"> • Fall Break (October) - Schedule regular school days for the first three (3) days of Fall Break. • Winter Break (December) - Schedule regular school 	2012-2015	Principal

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	<p>days for the first three (3) days of Winter Break.</p> <ul style="list-style-type: none"> • Spring Break (March) - Schedule regular school days for the first five (5) days of Spring Break. 		
9. Provide ongoing mechanisms for family and community engagement.	<p>In April 2012, the OKCPS Board of Education adopted a new board policy that addresses this component of the Transformation Model. According to the policy, any school that receives a C or below on the A-F grading scale (although Roosevelt MS has not received an official grade, as a priority and potential C3 school, the policy would apply), the "school shall form an advisory committee to develop a plan to help the school's students meet criteria outlined by the State...the committee will then choose strategies and interventions which are intended to assist the school in improving achievement." Due to this new policy, Roosevelt MS will have increased input and oversight from a community advisory committee on the strategies used in the school. This will ensure increased community engagement.</p> <p>However, Roosevelt MS also plans to take a proactive plan in addressing parent and community engagement. Roosevelt MS has seen an increase in parent involvement in 2011-2012. The PTSA grew 300% and many of the scheduled parent nights saw between 46 and 200 participants. However, the needs assessment and School Support Team reports show that more work is needed in this area specifically in the area of communication. Roosevelt MS's plans for providing ongoing mechanisms for family and community engagement build on the current successful strategies, but also propose new initiatives that will improve communication and increase family and community engagement in the school.</p>		

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	<p>Roosevelt has developed the following three year plan to address this component:</p> <p>Year 1 In Year 1, Roosevelt MS will build on the successful strategies that are currently in place and will introduce new initiatives that will engage bilingual families.</p> <ul style="list-style-type: none"> • Roosevelt MS will cooperate with the assigned Community Advisory Board to develop school-level interventions. • Roosevelt MS will continue to collaborate with the PTSA to hold an annual organizational meeting, regular monthly meetings, and regular fundraisers. Roosevelt MS will also counsel the PTSA on use of funds and partner with the OKCPS Parent Involvement contact to build the capacity of the PTSA. • Roosevelt MS will continue to use regular bilingual communications with parents that include a Parent Outreach Newsletter distributed every two months, messages sent through the Alert Now auto-dialer system, notifications sent through the School Connect Smart Phone application, and flyers sent home with students, as needed. • Roosevelt MS will continue to schedule Parent Nights and will develop a formal schedule for events such as Math Night, OK Promise Night, and Pastries for Parents that will be available to parents. • Roosevelt MS will assign a web master and develop a fully functional and parent/student friendly website 	2012-2013	OKCPS BOE Representative, Principal, Parent Liaison

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	<p>which will include updated information and important documents.</p> <ul style="list-style-type: none"> • Roosevelt MS will partner with the OKCPS Language and Cultural Services and the Adult Education Departments to provide Adult Literacy and Adult ESL classes to parents. Childcare and transportation will be provided to encourage attendance. • Roosevelt MS will develop a schedule for teachers to make positive contacts with parents on a weekly basis. • Roosevelt MS will access the Family Engagement Tool as required by OSDE. <p>Year 2 In Year 2, Roosevelt MS will continue all the strategies listed in the Year 1 plan. Roosevelt MS will also implement the following:</p> <ul style="list-style-type: none"> • Roosevelt MS will continue to offer Adult Literacy/ESL classes for parents. • Roosevelt MS will also begin either 1) training a teacher or teachers or 2) soliciting community partners to teacher parent classes in Year 3 and beyond to ensure classes may be continued after funding has ended. • Roosevelt MS will begin the transition of the PTSA to an independent organization with school administrator oversight and guidance. 	<p>2013-2014</p> <p>2014-2015</p>	<p>OKCPS BOE Representative, Principal, Parent Liaison</p> <p>OKCPS BOE Representative, Principal, Parent Liaison</p>

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	<p>Year 3 In Year 3, Roosevelt MS will continue all the strategies listed in the Years 1 and 2 plan. However, because this will be the last year of SIG funding, Roosevelt MS will begin transitioning many of the initiatives to being more teacher or parent led so they may be sustainable after SIG funding is no longer available.</p> <ul style="list-style-type: none"> • As Roosevelt MS expects to be earning a grade of an A or a B by the end of Year 3 of SIG, the BOE required parent advisory board will no longer be necessary at Roosevelt MS. During Year 3, Roosevelt MS will begin developing its own parent advisory board that will transition into place after Year 3 and a grade of A or B is earned. • Roosevelt MS will continue offering Adult Literacy and ESL classes for parents. <p>Roosevelt MS recognizes the importance of family and community involvement in school improvement efforts, and is committed to implementing strategies that will strengthen relationships between the school and families and the community. Roosevelt MS also recognizes the importance of meeting the linguistic and cultural needs of the families and the surrounding community. Roosevelt MS has developed a comprehensive plan that takes language and culture into account, builds on current successful strategies, includes new strategies that will address current areas of need, and will ensure sustainability after the funding period.</p>		

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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 grant sufficient operational flexibility to Roosevelt MS to fully implement the Transformation Model.</p> <p>Staffing Just as established for the Cohort I and II SIG schools, new staff will not be assigned to Roosevelt MS without consent of the principal, and current staff will be provided opportunity to transfer to another OCKPS site if they are unwilling to meet the employment conditions of SIG. Roosevelt MS will implement a new teacher evaluation system which will include options for teachers not meeting performance standards including coaching by an AFT teacher consultant, or in the case of continuous failure to meet standards, an expedited dismissal process.</p>	2012-2015	OKCPS Human Capital, Principal
	<p>Calendars/Time The Roosevelt MS principal will have the flexibility to design the master schedule to support the Transformation model and ensure all teachers are highly qualified and highly effective for the assignment given.</p>	2012-2015	Principal, Counselors
	<p>Budgeting The Roosevelt MS principal and school leadership team have the flexibility to develop the Title I , Part A (511) and Priority School Improvement budgets in accordance with the comprehensive needs assessment conducted at the school site and in partnership with the C3 office.</p>	2012-2015	Principal, Leadership Team, Federal Programs

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11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>Roosevelt MS will continue to receive all the current district assistance including, but not limited to support from the following offices:</p> <ol style="list-style-type: none"> 1. Office of School Turnaround 2. Office of Secondary Education and Reform 3. Federal Programs (Titles I, II, III) 4. Student Support Services 5. Information Technology 6. Planning, Research, and Evaluation <p>However, OKCPS also provides additional supports to schools receiving SIG funds. OKCPS has created an alternative governance structure for schools receiving SIG funds. Whereas most schools report to the Executive Directors of Elementary or Secondary School Reform, SIG schools report to the Executive Director of School Turnaround. Because the Executive Director of School Turnaround is assigned a smaller number of schools, the structure ensures SIG schools receive increased intensive support from the district. This support includes regular site visits, assistance with required administrative duties related to SIG, additional resources, and assistance in removing barriers to SIG implementation.</p> <p>Additionally, the LEA and school will hire two Instructional Consultants or Peer Assistance Reviewers (PARs) to provide intensive training and coaching to inexperienced and otherwise identified teachers. These PARs are provided at all SIG sites. The Instructional Consultant will support regular, bilingual and special education teachers in rigorous standards-based teaching strategies, and the Oklahoma C3 Standards.</p>	2012-2015	OKCPS District Central Office, Executive Director of School Turnaround, Federal Programs

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	The Instructional Consultant will devote 95% of his/her time directly working with teachers providing classroom-based demonstrations, collaborative and one-on-one interactions; facilitate teacher inquiry and related professional development. The Instructional Consultant will focus on enhancing teachers' ability to provide instruction that builds students' academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students' engagement in and ownership of their learning. Five percent (5%) or less will be devoted to teacher's performance evaluation.		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. 2. 3. 4. 5.			

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

BUDGET SECTION

LEA BUDGET NARRATIVE

An additional requirement of the Oklahoma SIG application is the establishment of an FTE for a district turnaround office or officer. OCPS established an FTE for the Executive Director of School Turnaround in the 2010-2011 school year. OCPS will continue to budget \$107,856.00 for the salary and \$38,634.00 for the benefits of this position. The salary will be coded back to the five sites receiving SIG funds in the FY2009 and FY2010 competitions.

In addition, the following expenditures associated with the position of Executive Director of School Turnaround will be budgeted in the FY2012-FY2015 budgets of the five SIG sites awarded in the FY2009 and FY2010 competitions. These expenditures are necessary for the intensive support provided by the Executive Director of School Turnaround and are supplemental because they would not otherwise be incurred by the district if the position was not a requirement of the grant.

1. Mileage – OKCPS is budgeting funds for mileage for the Executive Director to travel in-district to visit the 7 OCPS SIG sites and to attend required meetings at the OSDE or sponsored by the OSDE.
2. Travel and Registration – OKCPS is budgeting funds for the Executive Director of School Turnaround to attend the required What Works in School conference in Tulsa in November. Travel and registration will also be paid for attendance to state and national conferences and workshops that will provide information on SIG requirements and best practices from the field including, but not limited to, OSDE required conferences, National Title I Conference, and SIG Regional Conferences.
3. Supplies – OKCPS incurs extra costs to provide supplies and materials for the work of the Executive Director of School Turnaround. OCPS is budgeting funds each year to provide necessary materials for the position including computer, printer, replacement ink cartridges, flashdrives, and office supplies.

The district will also hire a Data Coordinator to work at the district level in the Office of School Turnaround. The Data Coordinator will assist the Executive Director of School Turnaround in the collection, dissemination, and reporting of data for SIG sites. The salary for this position will be shared between OK Centennial HS, OK Centennial MS, U S Grant HS, Douglass MS and F.D. Moon Academy ES.

SCHOOL BUDGET NARRATIVE

Roosevelt MS will meet the additional Oklahoma requirements of the SIG application by budgeting for the following initiatives:

1. **5 Day Teacher Academy** – Roosevelt MS has included funds for stipends and benefits to compensate the teachers for attending the five day academy. Roosevelt MS has only budgeted for three days of the academy because the remaining two days will be held during regularly scheduled contract days.
2. **New Teacher Academy** – Roosevelt MS has included funds for stipends and benefits for new teachers to attend a 5 day academy if they are hired after the implementation of the model begins. Roosevelt MS anticipates 10 new teachers after the start of school and has budgeted accordingly.
3. **Collaboration Time** - No funds have been budgeted for the 90 minutes of collaboration time as it is currently scheduled during the contract day.

Roosevelt MS has also budgeted for the following strategies to meet the federal requirements of the Transformation Model:

1. **Performance Incentives for Certified Staff** - The maximum amount of \$3000 per certified staff member has been budgeted for performance incentives.
2. **Professional Development** - Roosevelt MS will contract with Pearson for a three-day intensive SIOP training during the five-day academy and for an additional 40 days of coaching throughout the school year. Roosevelt will also include funding for training on the TLE by Marzano and other professional development opportunities as identified by the needs assessment.
3. **Professional Development Materials** - Roosevelt MS has budgeted for materials that support SIOP training. These may include, but are not limited to copy paper and toner for teacher handouts, books and manuals on SIOP strategies, and binders and binder tabs.
4. **Extended Learning Time** - Roosevelt MS has budgeted for 11 days of extended learning time. This will take place during the regularly scheduled intersession for OKCPS. Instead of holding remediation or acceleration classes for identified students, Roosevelt MS will hold regular school days. The proposed schedule is 3 days during Fall Break, 3 days during Winter Break, and 5 days during Spring Break.
5. **Transportation** - Roosevelt MS has budgeted for the necessary transportation for an additional 11 days of instruction.
6. **Instructional Consultants** - The Instructional Consultant will support regular, bilingual and special education teachers in rigorous standards-based teaching strategies, and the Oklahoma C3 Standards. The Instructional Consultant will devote 95% of his/her time

directly working with teachers providing classroom-based demonstrations, collaborative and one-on-one interactions; facilitate teacher inquiry and related professional development. The Instructional Consultant will focus on enhancing teachers' ability to provide instruction that builds students' academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students' engagement in and ownership of their learning. Five percent (5%) or less will be devoted to teacher's performance evaluation.