

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

LEA SECTION

Legal Name of Applicant: Justice Alma Wilson SeeWorth Academy Charter School	Applicant's Mailing Address: 12600 North Kelley Avenue Oklahoma City, OK 73117
Local Educational Agency Contact for the School Improvement Grant Name: Janet Grigg Position and Office: Director Contact's Mailing Address: 12600 North Kelley Avenue, Oklahoma City, OK 73131 Telephone: (405) 475-5540 Fax: (405) 475-5561 Email address: mamajisok@seeworthacademy.org	
Superintendent (Printed Name): Janet Grigg	Telephone: (405) 475-5540 (office) (405) 409-2860 (cell)
Signature of the Superintendent X_____	Date:
The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives as result of this application.	

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

- A. Grantees will fully and effectively implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
- B. Grantees will establish three-year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. Grantees will report school level data, including trend data over a number of years in the following areas:
 - a. Number of minutes in the school year;
 - b. Participation rate by subgroup on State assessments in reading/language arts and mathematics;
 - c. Dropout rate;
 - d. Graduation rate;
 - e. Student attendance rate;
 - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - g. Discipline incidents;
 - h. Truancy rate;
 - i. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
 - a. Establish an FTE (percentage of FTE will be contingent on LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA;
 - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - c. Provide at least five (5) days of site-based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and

- d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, data reviews, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any Tier I or Tier II school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the State and local funds it would have received in the absence of 1003(g) funds.
- I. Grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

Signature of Superintendent

Date

WAIVERS

Indicate in the box below the waivers for which the LEA is applying and the Tier I and Tier II schools that will implement the waiver.

<input type="checkbox"/> Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Identify the schools that will implement the waiver: <i>Start typing here.</i>
<input type="checkbox"/> Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold. Identify the schools that will implement the waiver: <i>Start typing here.</i>

SCHOOLS TO BE SERVED

In the chart below, indicate the schools the LEA will serve by completing the table below. For Tier I and Tier II schools, identify the Intervention Model Selected for each school.

Note: An LEA with nine or more Tier I or Tier II schools, including both schools that are being served with FY2009 SIG funds and schools that are eligible to receive FY2009 SIG funds, may not implement the transformation model in more than 50 percent of those schools.

Schools Served With FY2009 SIG funds:

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL			
					Turnaround	Restart	School Closure	Transformation
Justice A. W. SeeWorth Academy Charter School			X					X

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION MODEL				
					Turnaround	Restart	School Closure	Transformation	Will Not be Served

Schools Eligible for FY2010 SIG Funds: add more rows as needed.

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

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

LEA CAPACITY

In the chart below, address the LEA’s capacity in regards to the required indicators. Be specific and detailed in the narrative, providing evidence the LEA has the capacity to fully and effectively implement the selected intervention model.

Indicators	LEA Narrative
<ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. 	<p>The LEA has chosen to implement the Transformation Model with a detailed realistic timeline. Action Plans, Timelines, Job Descriptions, Calendars, and Schedules—these items are addressed in the Appendix. Implementation will begin with continued planning after the award announcement. Janet Grigg, Director leads the implementation team. School begins August 15 with extended requirements from a 4.12 hour school day (Alternative School day) to a 5.0/6.0 school day.</p>
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. 	<p>The LEA involved the following stakeholder groups: students, all teachers, parents, community partners, and administrators</p> <hr/> <p>Stakeholders were involved in activities related to choosing the model and developing the program design. The LEA also surveyed all students, parents, administrators, support staff, and teachers using the <i>What Works In Schools</i> survey, a survey created by the Oklahoma Technical Assistance Center (OTAC), and a SeeWorth Leadership Team developed survey. All results of this data will be used to make any necessary modifications to the plan during year 1.</p>
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention 	<p>All LEA teachers are highly qualified. Currently, the LEA has 12 Master Level degree teachers, and years of teaching experience ranges from 3 to 30 years.</p>

<p>successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at www.publicimpact.com.</p>	<p>SeeWorth Academy has maintained a 100% Highly Qualified staff for the past 4 school years.</p>
<ul style="list-style-type: none"> The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. 	<p>The LEA is a single site district. All funds and resources benefit the only identified site. The site serves grades 3 – 12.</p>
<ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf 	<p>The LEA, through the Director, has recruited a new principal for the school site as required by the Transformation Model. The new principal is a HQ and Certified Math Instructor and Elementary and Secondary Principal. She has more than 20 years experience in the traditional school environment. She has taught at SeeWorth for two school years and demonstrated a competency for the student body and the culture/climate of the campus</p>
<ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	<p>The LEA, through staff meetings, a Board of Directors’ meeting, parent and student orientation meetings, school Leadership Team Meetings and surveys to stakeholders has gathered suggestions and concerns that have been transformed into strategies for Year 1 of the Transformation Plan.</p>
<ul style="list-style-type: none"> The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. 	<p>The LEA has developed three-year budgets using proposals and bids for the activities and strategies that support each element of the three year plan. The budget provides funding for the Turnaround Officer, professional development stipends, training fees, and imperative services for extending the school day. All items in the budget are directly related to the grant requirements and were chosen to address the identified needs.</p>
<ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	<p>The LEA is a single site district. The school’s Leadership and SIG Team, Turnaround Officer/Office are located on-site. Monitoring will occur daily. Additionally, the SDE Technical Assistance Team and Educational Consulting Service visits will occur on site. SeeWorth annually contracts with an external technical assistance provider and evaluator that monitors and shares achievement data regularly. The technical assistance provider will consolidate Principal and Consultant classroom monitoring visits in order to provide additional support for teaching staff as needed and to identify teaching staff that will need to be placed on improvement plans and/or dismissed.</p>
<ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Tier I and Tier II school 	<p>The LEA plans to adopt an extended school day beyond the required alternative education instructional time that minimally must be offered each day. As an Oklahoma Alternative School a 4 hour 12 minute</p>

<p>to be served.</p>	<p>school day is required. SeeWorth will extend the high school day to 5.5 hours and the elementary, middle and Jr High school grades will be extended to 6 hours per day. A 3.5 hour optional Saturday school will be offered to all students. SeeWorth will implement a Continuous School Year calendar.</p>
<ul style="list-style-type: none"> The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	<p>The LEA has established 1 fulltime position for the Turnaround Officer. (See Appendix for Job Description and qualifications.). The Turnaround Officer possess exceptional management and organization skills; will serve as a significant leader at this site, will participate in all elements of the school improvement training with school administration. The Turnaround Officer will be responsible for the day-to-day management of reform efforts and will serve as a liaison to coordinate and communicate directly with the SDE on a regular basis. The Turnaround Office will ensure and report on high quality reform efforts, academic achievement and effective teacher qualities.</p>
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. 	<p>Teachers will be provided 90 minutes of collaborative learning time at the end of each Friday work day. Students will be working in the Fine Arts classes or PE class or computer labs on technology based assignments. These technology based assignments may include curriculum on the desktops: A+ Learning, Passkey, or researching assignments. Assignments may also be loaded onto IPADS or IPODS. Students will be supervised by IT Department staffers during this class rotation period.</p>
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	<p>Through the Director, a Turnaround Officer will be hired that will meet regularly with the SEA staff and the Charter school administrative and instructional staff. The Turnaround Officer will meet deadlines for all reporting requirements and will provide suggestions for changes based on data collected and reviewed by the SeeWorth Technical Assistance provider and Leadership Team. The Turnaround Officer will work with the Principal to monitor professional development implementation inside the classroom and curriculum adjustments or assessment implementation decided inside the 90min Collaboration Time for each instructor. (See Appendix for Job Description and qualifications.).</p>
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>The LEA has participated in numerous federal and state grants with no audit findings. The latest Audit summary will be provided to the SDE Federal Programs Department.</p>
<ul style="list-style-type: none"> The LEA has completed a self assessment 	<p>SeeWorth Academy has contracted with an external Technical Assistance Provider for the past 8 school</p>

of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools.	years. A comprehensive schoolwide Needs Assessment is performed each school year and data driven annual evaluation reports are prepared for review and are used as a catalyst for change or for confirmation of best practices. The Technical Assistance Provider monitors for federal compliance and makes immediate suggestions for change when gaps in implementation are found. (Located in the Appendix is a School and Student Body Description.)
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	The transformation model will be sustained with Title I and Title II funds. The plan includes strategies to ensure newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement. The purchase of school buses ensures the transportation of all students to and from school with the extended school day layout.
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	The grant application was submitted on May 16th, 2011.
<i>Only For LEAs implementing School Closure</i>	
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	N/A

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

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

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

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

Justification for Selection of Service Providers

SeeWorth Academy is a charter and alternative education school of the Oklahoma City Public School district. It serves grades 3-12. These students are considered to be the ‘most-at-risk’ student population of the district. All students must fit into one of the referred categories to be served at SeeWorth Academy: Academic Deficient; Long Term Suspended or Consistent Behavior Problems; Teen Parent; Drop Out Recovered; or Juvenile Delinquent). Students’ referral category or categories are compounded with poverty, homelessness, and gang involvement or affiliation memberships. The service providers have been selected because they have worked with at-risk populations and/or have created curriculum that tailor to the needs of students with severe academic deficiencies. (See the Needs Assessment information in the Appendix that details student body description.)

School-based data from Edperformance benchmark testing and WRAT pre and post testing indicates that students are entering SeeWorth reading on average 2.75 levels below grade level. Edperformance benchmark testing indicates that students are entering SeeWorth performing math on average 3.25 levels below grade level. These are students with and without Learning Disabilities documented through Individual Education Plans (IEPs).

The following service providers were chosen to develop a comprehensive and high quality Reading Across the Curriculum and math focused professional development plan for the staff at SeeWorth Academy. OCCT scores, including the SeeWorth API scores show a need to partner with service providers that understand significant gaps in academic achievement of students and can work with the SeeWorth staff implement instructional strategies to fill those gaps.

A consultant from the Payne Education Center (Sandy Thompson, a Qualified Master Instructor through the Payne Education Center) will be contracted to provide high quality professional development throughout the school year. The Payne Center has been selected as the external provider to provide technical assistance and professional development services due to many years of success in assisting schools in developing systemic change to improve and sustain student achievement. Payne has partnered with the LEA during previous school years. The site made significant improvements during these years as evidenced by the results of students on the Oklahoma Core Curriculum Tests (OCCT), discipline, and attendance data.

SeeWorth has had the following scores in the OCCT All Students categories:

2010: 498 Mathematics and 120 Reading (Highest API score 08-09: 579)
2009: 579 Mathematics and 367 Reading (Highest API score 08-09: 367)

During the past four school years, SeeWorth Academy has sent either 2 or 3 (depending on the year) Reading Instructors to the Payne Center's Summer Professional Development sessions. These sessions have been 2 day training workshops that focus on Reading Intervention Strategies that are used inside the SeeWorth Reading Classroom. This small scale professional development has only provided enough training to Reading instructors to continue the implementation of the supplemental classroom instruction for an upcoming school year. Each school year students are enrolled in the Reading course for either 2 days or 4 days for 45 minutes.

Payne has supported ongoing reform and initiatives in curriculum alignment, mapping, behavior management, data analysis and disaggregation, PLC's, community involvement, and focused professional development. Previously, Payne has provided annual professional development to the instructional Reading staff at SeeWorth Academy. In 1999, the Payne Education Center introduced Language Basics: (now named Structured Language Basics: SLB) a fast-paced, scripted Alphabetic Phonics-based curriculum for elementary teachers. Teachers using Language Basics: Elementary SLB have reported great success with their students. The author of this curriculum is the consultant that will be working with the SeeWorth Academy instructional staff.

In order to support the Transformation Model, the consultant will provide on-site visits to assist teachers and administrators by modeling best practices and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions, and leadership development with the principal through walkthroughs, coaching debriefing, and modeling. The consultant will also provide job-embedded professional development aligned with the School Improvement Plan, WISE Rapid indicators and needs assessment, and student achievement data, as well as monthly and yearly reports for accountability with all stakeholders.

The SeeWorth Academy Reading Director is a Master Instructor with the Payne Center and will be working in her 4th year at SeeWorth Academy. SeeWorth faculty, administrators, and student data will be analyzed to drive decisions needed toward improvement with coaching, leadership, professional development, and continued data-driven decision making each year. SeeWorth will also implement school quality reviews and needs assessments.

The Payne Education Center consultant (Thompson) will be implementing and monitoring the professional development training and work of William Van Cleave and Reid Lyon.

Dr. G. Reid Lyon has over 30 years of experience as a public school educator, professor, research scientist, psychologist, and policymaker. Prior to his most recent position as Executive Vice President for Research and Evaluation at Higher Ed Holdings, Dr. Lyon was the Chief of the Child Development and Behavior Branch within National Institute of Child Health and Human development (NICHD) at the National Institutes of Health (NIH) from 1992 until 2005. In 2006 Dr. Lyon was named one of the ten most influential people in American education during the last decade by the Editorial Projects in Education Research Center (Education Week) for his work in ensuring that scientific research occupies a central role in educational practices and policy. He was recently appointed as a Distinguished Professor of Education Leadership and Policy at Southern Methodist University in Dallas, Texas, and a Distinguished Scientist in the School of Brain and Behavior Sciences at the University of Texas, Dallas.

Over the past 30 years, Dr. Lyon has had a wide range of professional responsibilities including his contributions as a research scientist, professor, classroom teacher, special education teacher, neuropsychologist, school psychologist, and leader in the development of evidence-based education policy at federal and state levels. Dr. Lyon founded Synergistic Education Solutions, an educational resource that provides consulting services to improve educational research, instruction and policies at

national and state levels. From 1992 until 2005, Dr. Lyon served as a research psychologist and the Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health (NIH) where he was responsible for the direction, development and management of research programs in developmental and cognitive neuroscience, developmental psychology, behavioral pediatrics, reading development and disabilities, learning disabilities, early childhood development and school readiness.

Dr. Lyon will provide the SeeWorth staff the research evidence on instructional strategies, specifically in the areas of Reading, for students with a focus on the at-risk student population. Dr. Lyon will be contracted for 1 professional development school day and has agreed to work with the SeeWorth SIG team and the SeeWorth Reading Department.

Dr. Lyon's foundation of implementing the need for Reading Across the Curriculums at SeeWorth Academy will be followed by Williams Van Cleave's lessons on instructional strategies in the Reading areas.

William Van Cleave is in private practice as a teacher trainer and educational consultant. A nationally recognized speaker, he has presented across the country on teaching strategies for students with language-based learning difficulties.

Since 1995, William has conducted presentations and workshops at a number of public and private schools and conferences around the country. He has trained teachers in the Orton-Gillingham Approach, written expression, morphology, and spelling strategies.

William Van Cleave will work with the SeeWorth Academy Reading Department and the consultant from the Payne Education Center to implement the following topics throughout the school year: Creating A Classroom For All Kinds Of Learners, Writing Matters: Developing Writing Skills, An Introduction To Multisensory Instruction, Word Smarts: Morphology Development & Advanced Decoding. William Van Cleave's focus topic will be Orton-Gillingham Training. This course provides teachers with an in-depth understanding of the English language and a logical approach to teaching it. Participants learn about the structure of the English language, basic phonics, the motor component, encoding and decoding strategies, written expression, advanced word structure, and the make-up of the brain.

The Math Department instructional staff will work with professional development in Multisensory Math. The training sessions will be held on Saturday or Friday –Saturday formats, three times per school year. Training sessions will be scheduled in August 2011 for the 2011-2012 school year after Math instructors have been introduced to the Reading Across the Curriculum professional development and the new additions to the Math instructional team have been hired.

Multisensory math techniques apply Orton-Gillingham multisensory instructional strategies to mathematics. This approach fits easily with recommendations from current research and suggestions from the National Math Panel regarding instruction for struggling learners. Hands-on work with manipulative objects is recommended for all students at all ages. It enhances both concept integration and memory. This approach is especially important for LD students and those with conceptual gaps. It is however, an approach which is appropriate for all students.

The approach to multisensory math is abbreviated as CRA. This stands for Concrete to Representational to Abstract. It means that students are introduced to a mathematical concept using a concrete manipulative. One example might be using bundled straws or craft sticks to explore place value. Students then may draw or see a picture of the manipulative they used in order to further demonstrate the

concept being learned. Students might also use base ten or place value blocks which they can represent pictorially by drawing cubes, rods or flats as dots, sticks and squares to represent quantity. The next level, the abstract level, uses only numerals to build quantity. Repetitive language is also used to create links between the levels of instruction so that students transition easily from one level to another.

A high quality facilitator from ASDEC, Marilyn Zecher, a nationally certified teacher trainer with the training facility in Rockville, MD, will create the professional development schedule with the incoming Principal (previously SeeWorth Academy's Title I Math Instructor).

SeeWorth Academy will implement Singapore Math curriculum and instructional techniques into the supplemental Math classrooms. The professional development will be at no cost. The professional development for Singapore Math will be held during the school day so there will be no cost for stipends needed for instructors. The professional development facilitator will be a Trainer in Singapore Math that works in the Central Office of the Oklahoma City Public School District.

The incoming Principal will work closely with the professional development team to (Reid Lyon, William Van Cleave, Sandy Thompson and a representative(s) from the ASDEC. The Principal will work with the team using the Windows on Curriculum walk through form layout or any modifications to the observation form needed so that implementation of PD can be monitored successfully.

The Professional Development (Reading Across the Curriculum) of Reading across all classrooms (across all curriculums) expands the professional development training received by the Reading instructors from the Payne Center in past years. The Professional Development will include all instructors, co-teachers and teacher assistants. It has been noticed that the OCCT Reading scores are decreasing (see the Appendix for the data). This is an indication of two things: 1) Reading Instruction must be expanded for students to increase their Reading levels by a significant margin and 2) the student body is always changing (see the Appendix for data mobility), students will enter each year with different level deficits and at different times of the year needing immediate intervention.

The Payne Center is dedicated to increasing literacy, Kindergarten through adulthood. All curriculums and trainings are Orton-Gillingham based, which is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. The Payne Center has an annual contract with the Oklahoma State Department of Education through the Special Education Department to provide reading intervention training to statewide instructors of all levels. The research-based strategies of the Payne Center are supported by their accreditation received by the International Multisensory Structured Language Education Council (IMSLEC). The Payne Center is among the first 15 training centers in the world to receive this certification. With that certification comes years of research and approximately 30 years of training teachers in the state of Oklahoma. This training equips Oklahoma instructors with the necessary skills to impact Oklahoma students.

Eagle Ridge Institute will be partnering with SeeWorth Academy to provide Counseling and Mentoring services. Eagle Ridge has a substantial history of working with at-risk youth in the metropolitan area. The LEA has determined the need for additional counseling/social workers to assist student with issues that directly affect student performance in the classroom and attendance officers who will ensure that students are present each day, will track student attendance and make home visits when necessary and (Please review the Job Descriptions for a complete list of duties for these supplemental positions). The typical SeeWorth student is most at-risk not only academically but also socially and mentally. The students who attend SeeWorth are not typical alternative education students; however, they are the most severely at-risk

alternative education students. Most students arrive at school dealing with family struggles, gang affiliation issues, adjudicated requirements and not mentally prepared for a regular educational environment. Therefore, Eagle Ridge Institute will provide Counseling, Mentoring, Drug/Alcohol Prevention, Boot Camps, Career Education and Life Skills Services-Eagle Ridge Institute for students (30 hours a week for 36 weeks @ \$92 per hour for an annual cost of \$99,360). Eagle Ridge Institute is well-known in the state of Oklahoma for providing the following treatment services:

Prevention - The first line of defense against substance abuse is education. Eagle Ridge Institute has assisted over 3,500 young people in finding alternatives to gang involvement; involved over 3,000 students in post-secondary and college experiences and opportunities; provided case managed services to over 500 gang-involved youths and families; developed alternative recreation and life skills programs for over 5,000 young people.

Treatment - Professional and caring therapy is necessary for wholeness. Eagle Ridge Institute has provided over 900 women and their children with residential substance abuse care; provided Therapeutic Foster Care services to hundreds of children; provided Home-based / Out-patient counseling services to hundreds of children and adults.

Community Intervention - Interrupting cycles of abuse is the foundation for healing. Eagle Ridge Institute has provided court advocacy services to hundreds of youths and families; counseled hundreds of teenagers in juvenile detention; networked with over 100 agencies and organizations to provide services to at-risk youths and families; mentored thousands of at-risk adolescents in leadership and character value skills.

Community Education - Family involvement and training are keys to healthy lifestyles. Eagle Ridge Institute has disseminated more than 15,000 pieces of educational and awareness material; provided more than 30,000 person with substance abuse prevention information; provided Life Skill Training for thousands of students (3rd - 12th grade.); provided Talk-about-Safety classes to hundreds of 1st and 2nd grade students.

Community Services - Opportunities to give back to the community encourages personal growth. Eagle Ridge Institute has played an active role in youth Group Development; Community Mobilization/Coalition Building; Welfare to Work Training; College Intern Opportunities; Parent Universities; Volunteer Opportunities; Distribution of Prevention Resources; Mentoring, Tutoring, Coaching. For sustainability, Eagle Ridge will also train mentors from Crossings and SandRidge in order to allow mentoring, career education, and life skills training to continue beyond the life of the SIG grant.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Salaries for 3 FTE Highly Qualified Reading Instructors • Salary for 1.0 FTE Highly Qualified Math Instructor
Title II, Part A	<ul style="list-style-type: none"> • Salary for 0.90 FTE Instructional Facilitator
Title II, Part D	<ul style="list-style-type: none"> • Technology based assessment practice software “Study Island”.
Title III, Part A	No Title III funding
Other Federal Resources <ul style="list-style-type: none"> • <i>List here.</i> 	
State Resources <ul style="list-style-type: none"> • <i>List here.</i> 	<ul style="list-style-type: none"> • OSDE Alternative Education funding provides a large (5 team) IT staff and (3 team) security staff
Local Resources <ul style="list-style-type: none"> • <i>List here.</i> 	<ul style="list-style-type: none"> • Funding from the SeeWorth Academy Foundation provides instructors with supplemental classroom supplies and materials. • Funding from Crossings Community Church provides instructors with supplemental classroom supplies and materials. • Labor from Crossings Community Church members and employees from Chesapeake Energy Corporation provide hours of campus beautification time and materials to keep the campus beautiful and safe for all students and instructors. • General Fund – supports .10 FTE (.90 FTE Title II Instructional Facilitator)

LEA MODIFICATION OF POLICIES AND PROCEDURES

In the space below, provide a narrative describing the steps the LEA has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

<p style="text-align: center;">School Level Activities to Modify Policies and Procedures for Effective Implementation</p> <ul style="list-style-type: none"> • SeeWorth will create teams to address various sections of the action plans. Research indicates that effective leadership is best accomplished with a team approach (<i>Marzano, 2003</i>). • The SIG Team will develop a process for each team’s operation. Teams will receive work plans for the year and will be assigned specific work products to produce. Each team will maintain plans, agendas, minutes, and meeting attendance using the WISE Tool.

- Professional Development will be provided on teaming practices, the WISE Tool, Edperformance Benchmark Assessment software, curriculum alignment, and Marzano’s *What Works in Schools* strategies.
- The Turnaround Officer, Principal, and School Administration, and the site’s Technical Assistance Provider will be responsible for providing the SIG Team and staff immediate access to student performance data and other relevant information.
- Instructional Teams will meet throughout each month. In addition, a minimum of 90 minutes per week will be scheduled into each instructors schedule to review student learning data and to refine instructional plans based on student learning academics.
- The SeeWorth Board of Education has approved the Continuous Learning Calendar, the extended school day and the approval for the Director of the School to hire and terminate any employee necessary to effectively implement the Transformation Model as planned, printed and approved the State Department of Education.
- The Director, Vice Principal, the Technical Assistance Provider and incoming Principal has drafted the new extended school day schedule for the High School (9th-12th), Jr. High School (8th), Middle School (6th-7th) and Elementary School (3rd-5th) students. The administrative team has also drafted the design of the school programs within SeeWorth Academy which utilizes the “Schools within a School” strategy.
- As a charter school, the administration does not work with a union. The administrative team will implement a high quality instructional and staff member evaluation tool to be implemented at the beginning of the 2011-12 school year by working with the Charter Sponsor – OKCPS on their designed new tool. The Director of SeeWorth Academy will work with the Superintendent of OKCPS to receive intensive training from an OKCPS representative so that the evaluation tool will be used immediately and effectively.
- SeeWorth will schedule a minimum of ninety (90) minutes of protected collaboration time. Collaboration time will be monitored by the incoming Principal to assure effective use of time and to focus collaboration time on activities that support high students’ achievement. High quality Core Curriculum instructors and their teaching assistants and co-teachers will be provided 90 minutes of collaboration planning time every Friday afternoon from 1:30-3:00. Fine Arts and elective instructors will be provided 90 minutes of planning time throughout the Monday – Thursday week days. When a department or team wishes to meet on Fridays with a Fine Arts or elective instructor, the Principal will prepare a substitute for the instructor(s) needed. Because SeeWorth is a small campus with a small instructional staff, this is the best layout for the protected collaboration time without disrupting the students’ schedule with highly qualified instructors.

LEA SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The LEA has in place a strategic planning process utilizing Oklahoma’s WISE planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives (achievement incentives additional staffing); and
- The Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.
- Purchasing school buses in year 1 ensures the sustainability of the extended school day for all students past the life of the SIG grant funding.
- The Turnaround Officer will be supported by SIG Funding as a 1.0 FTE.

The LEA is a single school site district.

Stakeholders Involved in Planning Process

- SeeWorth Academy operates all grade levels on one campus. The start and stop school day times are staggered throughout the day to optimize classroom and school bus usage. SeeWorth provides school bus transportation for all students living within the large (135.5 sq miles) Oklahoma City Public School District boundary. The Transformation funding will provide for an additional fleet of buses so that the school day can be extended without transportation complications or students riding the school bus for more than 1 hour. All faculty, staff, and administration work on the campus as a team. Stakeholders participated in the planning stage of the SIG application. Stakeholders were provided multiple opportunities to assist in the analysis of the data, the selection of the intervention model, and the selection of strategies and activities for the intervention model.

Stakeholders involved in the planning process include: School Leadership Team, Parents and Students, Current Staff and Incoming Principal, Potential Professional Development Teams, Board of Directors, and Community Partners.

Written Transition Plans

SeeWorth will require all new teachers to participate in professional development on the following topics to sustain reforms:

- Current Student Data analysis
- SeeWorth Curriculum, Policies and Procedures, Community and Culture
- Differentiated Learning / RTI
- Building Academic Vocabulary
- Reading Across the Curriculum (Payne, Reid and Lyon)
- Multisensory Mathematics
- Singapore Mathematics
- Transformation Model Requirements

Expanding Supplemental Transportation

The LEA has determined that transportation is a barrier to successful student achievement and has chosen to implement a supplemental busing service to meet the needs of the students and to provide for an extended-day schedule. SeeWorth, as a charter school, is not allowed to facilitate bond issues for transportation like a traditional school would, and therefore, is only able to provide a limited bus service; however, students reside throughout the entire metro area and most are required to take city transportation to the downtown bus station where they board a SeeWorth bus and are transported to the school. Many situations arise at the downtown bus station that put SeeWorth students at an additional risk. The additional buses are supplemental and necessary to provide neighborhood (or door-to-door) service for SeeWorth students which will assist in increasing the daily attendance rate and will have a direct academic impact on student performance. Purchasing the supplemental school buses allows us to expand service and ensures the sustainability of extended school day calendar. State Alternative Education funding will be used after SIG funding to support additional fuel and bus driver salary costs.

Strategic Planning Process

SeeWorth will implement the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for school improvement efforts. The SeeWorth SIG Team has received training to use the WISE planning and coaching tool and the SIG Team will provide training for all team leaders to use the WISE planning and coaching tool. There is no fee for the WISE Tool use.

LEA System of Formative and Summative Data Collection

SeeWorth has implemented the following Formative and Summative Data Collection procedures for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

- Edperformance Benchmark Assessment software (EdPerformance pre and post testing consists of a Reading Test, Language Arts Test, Science Test and Math Tests). Each Edperformance Pre and Post test provides PASS Standards mastered and not mastered as well as a Reading Grade Level Equivalency score.
- WRAT pre and post testing administered by the Reading Department Director and Team
- Psychosocial student indicators
- Current Student Grades
- Current Student Attendance

Professional Development

The LEA will provide professional development in Reading Across the Curriculum and Building Academic Vocabulary. Additionally, a Consulting Team from the Payne Education Center will coordinate the professional development. Consultants include Dr. Reid Lyon, William Van Cleave and Sandy Thompson--all of which have a lengthy and proven history working with at-risk, severely emotionally and educationally deprived alternative education students. The professional development includes stipends paid to staff at an annual cost of \$32,500 for each year of the grant. Sustainability efforts include continuing the Reading Across the Curriculum PD during the summer PD annually implemented by the LEA. The consultant team from the Payne Center includes the Master instructor who is a highly qualified reading instructor with the LEA.

Counseling/Mentoring/Attendance Advocates

The LEA has determined the need for additional counseling/social workers to assist student with issues that directly affect student performance in the classroom and attendance officers who will ensure that students are present each day, will track student attendance and make home visits when necessary and Data Coordinators to assist in tracking student performance on monthly Edperformance benchmark testing for an annual cost of \$285,000 for each year of the grant (Please review the Job Descriptions for a complete list of duties for these supplemental positions). The typical SeeWorth student is most at-risk not only academically but also socially and emotionally (see the Appendix for a more detailed study body description). The students who attend SeeWorth are not typical alternative education students; however, they are the most severely at-risk alternative education students. Most students arrive at school dealing with family struggles, gang affiliation issues, adjudicated requirements and not emotionally prepared for a regular educational environment. Therefore, Eagle Ridge Institute will provide Counseling, Mentoring, Drug/Alcohol Prevention, Boot Camps, Career Education and Life Skills Services.

Sustainability of the additional Counseling efforts will be supported by grant sought by Eagle Ridge institute and the incorporation of 3 positions into the General Fund on a part time basis. Also being developed during the 2010-11 school is the collaboration between SeeWorth and local universities to have Master-leveled counseling students trained so that they will work with students for group therapy.

Other Funding Sources

SeeWorth receives Title I, and Title II funding. SeeWorth has secured funding from the following corporate partners and foundations: Chesapeake Energy, Sand Ridge Energy Corporation, the SeeWorth Academy Foundation, and Crossings Community Church. SeeWorth will reallocate existing federal funds (Alternative Education funding) to sustain the elements of the program that positively impact student achievement.

Performance Pay Stipends

Performance Pay Stipends have been included in Year 2 and Year 3 of the grant. Performance stipends will be \$4,000 per staff member for meeting the SIG goals for an annual cost of \$300,000. Performance stipends will be paid to all staff in the following manner: each staff member shall receive \$1750 for the school reaching the SMART Reading Goal, \$1750 for the school reaching the SMART Math goal, and \$500 for the school reaching the SMART graduation rate goal). There will not be funding to sustain this SIG strategy past the life of the grant. However, planning through the SIG team will be implemented at the end of year 2 and into year 3 to work with the SeeWorth Foundation to develop a similar effort.

Title I, Part A Goals and Action Steps to Sustain Reform Efforts

SeeWorth's Schoolwide Improvement Plan has been approved by the SDE and includes the following goals and action:

- Hire 3 additional high qualified Reading instructors for supplemental reading instruction
- Hire 1 additional highly qualified Math instructor for supplemental math instruction
- Hire 1 additional licensed counselor to support the need of the large at-risk student body
- Hire 1 parent liaison to work with all parents and students
- Increase the Accelerated Reader library

In order to sustain the reform efforts of the SIG program, The plan includes a process for:

- Reviewing current practices and successes
- Developing and modifying the annual school improvement plan
- Implementing the school improvement plan
- Monitoring the school improvement plan
- Reassessing the success of school improvement plan
- Revising services to ensure success of the SIG goals.

Supplemental Classrooms Materials and Supplies for Supplemental Reading and Math

Singapore Math Textbooks, supplemental math student and teacher editions and workbooks, classroom materials for multisensory math, mental math workbooks and materials, supplemental algebra and geometry workbooks and manipulatives, calculators and scientific calculators, math binders and supplies will be purchased to assist students. Student text books will be utilized as the supplemental instructors need to develop curriculum for the students performing at various academic levels. All text books will be usable past the life of the SIG grant. The consumable materials will be replenished after the life of the grant with Alternative Education funding.

Two (2) state-of-the-art Apple Computer labs with 30 computers, IPADs, IPODs, smart boards with projectors, and printers and a 25 station mobile Apple lab. The cost is \$172,340 for the first year of the grant. Additionally, 75 Apple Laptops will be purchased in year two of the grant at a cost of \$112,000 and 154 will be purchased in year three of the grant at a cost of \$231,000. The projected purchase will place a laptop in the hands of over 300 students over the course of the grant. This will allow direct students access to rigorous, student specific academic assistance software and remediation tools as they work toward obtaining success on the state's rigorous academic standards. To increase student participation in reading, 215 Apple IPADs and protective covers @ \$699, and 1700 high interest e-books and subscriptions will be purchased in years one and two of the grant and 70 IPADs and protective covers, and 560 e-books @ \$12.94 will be purchased in year three allowing all students to have an individually prescribed and interest level reading platform. For sustainability, each e-book can be loaded on up to seven IPADs allowing the school to create student specific IPADs for the individual needs of each student. The newly purchased technology will be sustained by the current SeeWorth IT staff.

**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** Tier I and Tier II school to be served.

School Name: Justice Alma Wilson SeeWorth Academy Charter School Address: 12600 N. Kelley Ave. Oklahoma City, OK 73131	SIG Site Contact: Janet Grigg, Director or Sharilynn Rodgers Name & Position: Technical Assistance Provider Phone#: (405) 409-2860 (jg) (405)326.5628 (sr) Email Address: <u>srodgers@seeworthacademy.org</u> <u>mamajisok@seeworthacademy.org</u>	
Grade levels enrolled (SY10-11): 3-12	Number of Students Enrolled (SY10-11): 500 ADM	
Tier Level Tier I _____ Tier II <u> X </u>_____ Tier III _____	Title I Status: <u> X </u> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation 2010-11 Warning Year	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <u> X </u> Transformation	
Waiver Request: _____ Requested for this School <u> x </u> Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2011-12	\$2,000,000.00
	Year 2: SY 2012-13	\$1,999,047.50
	Year 3: SY 2013-14	\$1,998,225.50
	Total Amount of Funding Requested for this School	\$5,997,273.00

SCHOOL NEEDS ASSESSMENT

Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

The following stakeholder communication sessions were held regarding the implementation of the Tier II SIG grant opportunity and implementation model:

Date	Stakeholder Group	Communication Vehicle	Summary of Communication
4/27/2011	Board of Directors	Meeting	Agreement to follow Transformation Model and to pursue SIG grant.
05/02/2011	Parent and Student Meeting	Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors
05/03/2011	Leadership Team	Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors. Formation of the SIG Sub Committee Team.
05/04/2011	SIG Team	Meeting	WISE Rapid Response Indicator Needs Assessment
05/06/2011	Community Partner Appreciation Lunch	Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors.
05/07/2011	Leadership Team-SIG Team	Meeting	WISE Rapid Response Indicator Needs Assessment
05/09/2011	Staff Meeting	Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors
05/14/2011	Leadership-SIG Team	Meeting	WISE Rapid Response Indicator Needs Assessment WISE Rapid Response Indicator Needs Assessment review

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT EOI and CRT Scores 4 year review	Staff Surveys	Attendance Rates by grade level (3 year review)
Edperformance Benchmarks	Parent and Student Surveys (3 year review)	Truancy rates (2 year review)
Study Island Test Prep Scores	Leadership Team Meeting Minutes	Poverty (3 year review)
WRAT scores	Title I Parent Meeting Minutes (3 year review)	Homeless enrollment (3 year review)
Student Report Cards	SeeWorth Foundation Meeting Minutes (6 month review)	Juvenile Delinquency enrollment (3 year review)
	OTAC (State Evaluator) Evaluation Reports (3 year review)	Spec Ed enrollment (3 year review by grade level and disability category)
	WISE (Needs Assessment) Tool	Teen Parenting enrollment (3 year review)
		Substance Abuser enrollment (3 year review)
		Gang Member or Affiliation enrollment (3 year review)
		Dropout data (8 year review)
		Enrollment Category 3 year review (Academic Deficiency, Juvenile Delinquency, Long Term Suspended, Behavior Difficulties and/or Drop Out Recovered)

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

Name	Title	Stakeholder Group
Janet Grigg	Director	Administrative/School Leadership Team
Stacy Golden	Incoming Principal	Administrative/ School Leadership Team
Tarrence Rodgers	Vice Principal	Administrative/School Leadership Team
Louann Killgore	Reading Dpt Director	School Leadership Team
Debra Mitchell	Special Education Director	School Leadership Team
Angelica Dancy	Support Staff	School Leadership Team
Jeremy Jones	IT Director	School Leadership Team
Sharilynn Rodgers	Technical Assistance Provider	School Leadership Team
LeeAnn Wilson	President of the Board	Administrative Team
Jim Marr	Parent	School Leadership Team/Parent
Steve Bailey	President SeeWorth Academy Foundation	Community Representative
Esther Meadows	Parent Liaison/Family Advocate	School Leadership Team

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

LEA Needs Assessment Process
<p>Each school year SeeWorth Academy completes a comprehensive needs assessment process. This process is managed by the school’s technical assistance provider (Direct Development led by Sharilynn Rodgers and includes a team of others). The Appendix provides several pages of data extracted from the 2010-11 Needs Assessment report.</p> <p style="padding-left: 40px;">The needs assessment process includes of review and charting of data that includes:</p> <p>Enrolled students pre (before SeeWorth enrollment) statistics on:</p> <ul style="list-style-type: none"> • number of ISS days • number of OSS days • GPA • Absences • Reading level • Math level <p>Enrolled students current psychosocial status related to:</p> <ul style="list-style-type: none"> • Homelessness • Gang involved member or affiliate • Juvenile Delinquency • Foster child

- Poverty
- Teen Parent
- Substance Abuser

Enrolled students post (during SeeWorth) statistics on:

- number of ISS days
- number of OSS days
- GPA
- Absences
- Reading level
- Math level
- Number of Counseling sessions (Individual, Group and Family)

Surveys are collected from the following Stakeholder Groups:

- Staff
- Students and Parents
- Community Partners

Strategies and Recommendations are acquired from meetings with:

- School Leadership Team
- Parents and Students during Orientation meetings
- Community Partner Appreciation Luncheon Meetings
- Leadership Team sub-committees

Tools used in the Needs Assessment Development include, but are not limited to:

- Surveys
- Student Record Documents (report cards/transcripts, behavior reports, attendance reports, state test scores and school based assessment scores)
- WISE tool needs assessment documents
- Instructor Attendance Records
- Student courtroom documents and Probation Officer reports

All Needs Assessment information is compiled into a Needs Assessment report and shared with the Leadership Team and the Board of Directors. All Needs Assessment reports are provided to SDE in related requests plans and evaluations. The school leadership team and the Board of Directors are provided copies. There are two publication cycles of the report: November and the end of the school year, June. The following are highlights of the 2010-11 school year Needs Assessment document.

Reading Levels (Pre)

School Year	# Students Served	Average Pre Reading Level Elementary	Average Pre Reading Level Middle	Average Pre Reading Level High
2010-11	730	2.4	4.7	6.9
2009-10	645	3.9	4.9	7.8
2008-09	592	2.8	5.2	6.2

Reason Referred (not duplicated even though most students with Behavior Problems also have extreme academic deficiencies)

School Year	# Students Served	Referred for Excessive Behavior Problems	Extreme Academic Deficiencies (without extreme behavior problems)	Other Referred Categories
2010-11	730	489 (67%)	219 (30%)	124
2009-10	645	341 (53%)	271 (42%)	33
2008-09	592	361 (61%)	171 (29%)	60

Instructor (includes Co-Teacher and Teacher Assistants) Attendance Rates

School Year	Present	Absent
2010-11	90%	10%
2009-10	92%	8%
2008-09	91%	9%

Support Staff Attendance Rates

School Year	Present	Absent
2010-11	91%%	9%
2009-10	90%	10%
2008-09	88%	12%

AYP Factors

School Year	Reading	Math	Total API	Grad Rate	Student Attendance (Not AYP Factor)
2010-11	To be determined				
2009-10	120	498	186	54.7	81.2%
2008-09	367	579	448	53.7	87.1%
2007-08	****	*****	235	36.3%	89.7%

WISE Tool Needs Assessment Rapid Response Indicators Partially Implemented

SY Identified	Partially Implemented Indicator	Rapid Improvement Indicator Description
2010-11	EE1a-1.01	Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills and abilities needed for student success.
2010-11	EE1b-2.03	All teachers design unites of instruction to include pre and post tests that assess student mastery of standards based objectives.
2010-11	EE1b-2.05	All teachers use test scores, including pre and post test results to identify instructional and curriculum gaps, modify units of study and reteach as appropriate.
2010-11	EE1c.3.03	All teachers use instructional strategies and activities that are identified to meet specific student learning needs.
2010-11	EEIIa-4.03	All teachers hold high academic and behavioral expectations for all students.
2010-11	EEIIa-4.07	All teachers communicate regularly with families about individual student progress.

School Improvement and AYP Factors

School Year	Reading	Math	Total API	Grad Rate	Student Attendance (Not AYP Factor)	School Needing Improvement
2010-11	To be determined					
2009-10	120	498	186	54.7	81.2%	No (Warning Yr)
2008-09	367	579	448	53.7	87.1%	No
2007-08	295	271	235	36.3%	89.7%	No

The above chart is provided in the Appendix. An example of the Needs Assessment document will include a discussion of the declining attendance rate and the changing student body due to mobility (chart below).

SeeWorth Academy enrolls students weekly or every two weeks. Students leave for numerous reasons (withdrawing to return to the traditional school after conditions are met by the “sending” principal, dropouts, detention/incarceration, changing Foster placements, etc). The chart below provides “entry” figures throughout the school year. *The chart does not reflect “exit” stats, a specific students’ entry, exit and then reentry, or reasons for any entry and exit. In multiple instances, for many reasons a student will enter, leave and reenter.*

School Mobility

School Year	# Students Served	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2010-11	730	453	89	37	64	101	48	29	27	23	tbd
2009-10	645	442	94	36	31	29	32	29	24	15	2

The declining attendance and the changing student body always presents challenges related to attendance and truancy, behavior infractions, etc. The School Leadership Team reviews the Needs Assessment information like the above charts to implement changes which will lead to campus improvements. For instance, school average daily attendance for the campus was 73.72% before neighborhood school buses was implemented. Since neighborhood school bus implementation the campus attendance has been above 80%. The years 2007-08 and 2008-09 when attendance was high, monthly/quarterly Walmart gift cards were provided to the students for excellent attendance. SeeWorth has not had a benefactor for the monthly gift cards since then. Neighborhood transportation has been a challenge for SeeWorth because it has increase attendance for the campus, but the student must ride approximately 2 hours which become frustrating for the student (especially the pregnant teen) and the long ride can lead to increased discipline infractions on the bus. Increasing the number of buses, decreases the route length which should lead to increased attendance and decreased bus discipline infractions.

Parent Involvement Activities Attendance

School Year	Fall Parent Teacher Conference	Spring Parent Teacher Conference	Winter Community Dinner and Program	Parent Student Orientation and Title I Meetings	Spring Fling Community Event
2010-11	94	71	110	794 parents (25 mtngs)	248
2009-10	57	84	121	681 parents (20 mtngs)	147
2008-09	89	51	167	624 parents (18 mtngs)	88

SeeWorth Academy utilizes attempts to have a large attendance at each Parent Involvement activity. There are different incentives attached to different activities/meetings. At each session/event, instructors are available for communication regarding grades, attendance and behavior.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment. 2010-11 SCHOOL YEAR
<p>School Profile: Includes student and staff data.</p>	<p>Students ADM: 481 (as of 05/01/2011) Students Served: 730 (as of 05/01/2011) Ethnicity: 92% African Am; 5% Hispanic; 3% all others Poverty: 98% (campuswide) HQ Instructors: 31 Other Staff: 34 2010 Graduation Rate: 54.74% (4 yr grad rate) 2010 API Reading: 120 2010 API Math: 498 Special Education: 32% Juvenile Delinquency Enrollment: 27% Gang Involvement/Affiliation Enrollment: 43% Referred to School because of Behavior problems include LT Suspension: 29% Instructor Attendance: 90%</p> <p>Refer to the Appendix for the School and Student body Description. Areas of critical need are supplemental transportation (description also included in the Appendix) to extend the school day efforts and additional high quality instructors. In addition, high quality technology is a critical need to increase engagement of the academic deficient SeeWorth student.</p>
<p>Curriculum: Includes academic expectations, alignment to <i>PASS</i>, and the process to monitor, evaluate and review curriculum.</p>	<p>The SeeWorth curriculum is developed by classroom instructors with the help of the SeeWorth curriculum director. The curriculum is aligned to <i>PASS</i> and is created using multiple texts, technology-based resources, as well as teacher developed assessments. Curriculum for each student is modified based on pre and post Edperformance assessment results. Standards that have not been mastered are reviewed until mastery is proven. SeeWorth is a self-paced curriculum campus. Student mastery pace compared to the traditional Seeworth pacing calendar is monitored by the curriculum department director and co-director.</p> <p>The supplemental Reading class uses Language, which is an intervention reading text accompanied by workbooks and assessment. The students in the supplemental Reading classroom utilize the</p>

	<p>Accelerated Reader Library materials which have been funded with Title I and ARRA dollars.</p> <p>The supplemental Math classroom utilizes the I Can Learn Math Lab lessons. The State Department of Education provided the I Can Learn Math Lab to SeeWorth Academy 4 school years ago. The I Can Learn Math Lab is aligned to <i>PASS</i> as informed by the State Department of Education’s representatives. The supplemental math classroom has not utilized individual workbooks to help supplement the student work.</p> <p>Windows on Curriculum Walkthrough data indicates a gap in Differentiated Instruction PD attended and implemented. High quality PD will be implemented by External Providers that have demonstrated success while working with the at-risk student population.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to <i>PASS</i>, and use of assessment data.</p>	<p>WRAT scores (reading levels), Edperformance benchmark testing scores and Study Island test prep scores correlate strongly to CRT and EOI scores. Truancy rates and Discipline infractions increase during testing periods due to student test anxiety. Refer to the Appendix for the School and Student body Description. Areas of critical need are supplemental math and reading instructors to provide the opportunity to increase academic achievement ranges in math and reading that will be evidenced by assessments administered throughout the school year and discussed in the collaboration meetings weekly.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>Technology integration is strong on the campus and is supported through Windows on Curriculum Walkthrough forms, student and instructor surveys.</p> <p>The campus currently has 3 older computer labs with older desktops, 10 Dell laptops, 120 Ipods, 5 Ipads, 10 apple computers for student use. 8 Core Curriculum classrooms with Smartboards/projectors.</p> <p>State of the art Computer Labs with Laptops, Smartboards, Ipods and Ipads will be available for student and instructor use. The computer lab will be utilized for classroom use, supplemental courses in test preparation and professional development training.</p>

	<p>There is a critical need for equipment on the SeeWorth Campus accessible to more students. There is an IT department staff sustained by State Alternative Education funding. This staff provides technology training weekly and can also arrange for the SDE Educational IT Coordinator to visit the school if necessary. Updated technology will be available for PD in the early fall.</p> <p>In order to increase academic reading levels substantially for the SeeWorth student, Reading Across the Curriculum PD is being planned utilizing SIG funding. Differentiated Instruction training has been provided by Vera Blake over the past two school years as a 1-2 day training workshop each summer. The teams of Reid, Lyon, Payne and Multisensory Math will be incorporating Differentiated Instruction into their PD sessions because it is an essential strategy to the successful implementation of their lessons. Classroom Management PD is provided by the Director of SeeWorth Academy each summer and reviews during staff meetings. The Director of SeeWorth provides Classroom Management because of the unique student body.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>School culture fluctuates with new staff members. Professional Development and instructor surveys and staff meeting minutes reveal a unifying effort among staff members who have been employed more than 2 years at the school. 1st year employees struggle with the school culture and study body even though minimally 50 hours of Professional Development is required for each staff person.</p> <p>It is a critical need that the staff has agreed during the planning of the SIG strategies that because of low student attendance during OKCPS' holiday break, staff agrees to attend continued Professional Development during Fall and Spring Break instead of being paid stipends during low attending school days. See the Appendix for attendance data.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>The parent compact is signed by the parent, principal and student at the student's enrollment point. The parent policy is provided during each parent/student orientation meeting. Parent conferences are held throughout the school year with the Family Advocate by phone and in person. Family counseling is provided by licensed counselors on the school site. Communication</p>

	during student discipline meetings are required and are attended by parents or student advocates (probation officers, DHS officials, etc) 92% of the time. (See page 26 for parent attendance at school functions and the parent/community members Appendix)
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	Each school year there is a Professional Development Academy (10 days or more) for each staff member before the 1 st day of school. Topics include: Understanding Poverty, Gang Involvement and Awareness, Modifications for the Special Education student, SDE required topics including bloodborne pathogen, reporting child abuse and substance abuse), Curriculum and Instructional Strategies including Technology integration. Each session includes a staff survey of perception and then an end of the year implementation review. All data is used in the end of year evaluation report written by the Technical Assistance Provider. Each year 5 days will be dedicated to the Summer Academy PD for the SIG Strategies. The Technical Assistance Provider will be responsible for session surveys for all attendees. The info gathered from each session will be charted for the Needs Assessment and the SIG Evaluation Report which will be published at the end of each school year and shared with SDE and its representatives.
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	Policy and procedure changes (12 during the 2010-11 school year) are discussed first in the School Leadership Team meetings. If necessary the Director will discuss the change with the Board of Directors and get approval through vote if necessary (5 required to be taken to the Board). Each school year Policy and Procedure changes will be handled with the same process.
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	The Schools within a School structure has been implemented as a strategy for the at-risk students for 10 of the 12 school years. The strategy decreases dropout amounts and increases academic achievement among students that may make “school/program” changes during the school year. The Master Schedule is created by the Administrative Team each summer and changes by the Administrative team as needed based on incoming student needs. Instructor and teacher assistants are added based on student growth or need. (3 HQ instructors added within the 1 month of school starting the past 2 school years). The Schools within the School Approach has help

	<p>support the increasing Graduation Rate over the school years by decreasing the number of dropouts. The major SIG strategy, increased learning time, will enable the Master Schedule to include an Enrichment Course for each subject with a primary focus on English 10, English 11, US History, Biology, Algebra I and Geometry courses. The SIG implementation of expanding the school day will allow students double the instructional time in targeted classes and attend remedial math and reading courses to work toward closing academic gaps. The SeeWorth student has had supplemental math and reading courses in past years but has never had 90 minute periods that cover the core courses. This is a substantial increase in student learning time for the SeeWorth student.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>The School Leadership Team was created 8 years ago due to School Improvement designation and the training provided by the SDE and the OCPS Federal Programs Department. The Leadership Team has been implemented well and reviews data at every monthly meeting. The Curriculum Department Director meets with instructors, co-teachers and teaching assistants two times per month to review assessment data, new student entry and student reading levels. All meeting minutes are reviewed and summarized in the school's annual evaluation prepared by the external technical assistance provider.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Narrative on selection of Intervention Model and correlate to Needs Assessment information.

Intervention Model (Transformation)

SeeWorth has chosen the transformational model in consultation with SDE staff, the technical assistance from the consultant from the Payne Center, discussion with Stakeholders including the Board of Directors, and recommendations from the School Leadership Team.

Members of the School Leadership Team discussed the application and the four available models. This information was shared with all school certified and support staff. Stakeholders were also contacted individually to discuss models and recommendations. On 04/27/2011, a comprehensive presentation was made to the SeeWorth Board of Directors. The presentation was made to other stakeholder groups in various meetings, see the chart below. Input was gathered through discussion and surveys.

Date	Stakeholder Group	Summary of Communication - Meeting
4/27/2011	Board of Directors	Q and A session to follow Transformation Model and to pursue SIG grant. SIG explanation was discussed by the Director.
05/02/2011	Parent and Student Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors
05/03/2011	Leadership Team	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors. Formation of the SIG Sub Committee Team.
05/04/2011	SIG Team	WISE Rapid Response Indicator Needs Assessment
05/06/2011	Community Partner Anch	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors.
05/07/2011	Leadership Team-SIG Team	WISE Rapid Response Indicator Needs Assessment
05/09/2011	Staff Meeting	Question, Answer and Survey Suggestion on Transformation Model, replacement of the Principal and strategies/support for students and instructors
05/14/2011	Leadership-SIG Team	WISE Rapid Response Indicator Needs Assessment WISE Rapid Response Indicator Needs Assessment review

SeeWorth selected the Transformation Model based on the following:

- SeeWorth staff works with a high risk population of students which includes low academic levels with frequent disruptive behavior infractions. This makes hiring high quality, highly effective, and highly qualified staff difficult. The Transformation model replaces less staff than the Turnaround Model.
- The SeeWorth school has a successful foundation for working with the students that it works with (evidenced by the SDE OTAC Evaluation published each year to the SDE Leadership and Legislative body). Closing and reopening did not seem feasible
- SeeWorth struggles with reaching high levels of API due to passing scores on the OCCT and the Graduation rate. SeeWorth struggles with the graduation rate because as a Charter School, the number of 12th graders entering into the school is an unknown number each school year. As an alternative school, 12th graders could enter the school severely academic deficient (example: they could have credits equal to a 9th grader). In addition to unknown 12th grade populations, drop outs are more likely in an alternative high-risk population like SeeWorth. Neither reformation model addresses the most likely way to help the school with this challenge; therefore Transformation model is still most likely.
- SeeWorth Academy is a Charter school. The reformation model of opening as a Charter school is not an option. After looking at all options, Transformation was decided by all Stakeholder groups in all meetings.

SCHOOL SMART GOALS

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

SMART Reading/Language Arts Goals
Goal for 2011-2012: The API Reading /Language Arts score for the ALL Students category will increase from 120 (2009-10 score) to 320 (2010-11 score).
Goal for 2012-2013: The API Reading /Language Arts score for the ALL Students category will increase from 320 (2010-11 score) to 540 (2011-12 score).
Goal for 2013-2014: The API Reading /Language Arts score for the ALL Students category will increase from 540 (2011-12 score) to 700 (2012-13 score).
Rationale: The highest Reading API SeeWorth has achieved is 367. The 2010-11 API scores are not available as of the date of this application. The starting point will be the latest API score available and the 3 rd year ending point will be higher than the highest API score to date.

SMART Mathematics Goals
Goal for 2011-2012: The API Math score for the ALL Students category will increase from 498 (2009-10 score) to 650 (2010-11 score).
Goal for 2012-2013: The Math score for the ALL Students category will increase from 650 (2010-11 score) to 800 (2011-12 score)
Goal for 2013-2014: The API Math score for the ALL Students category will increase from 800 (2011-12 score) to 950 (2012-13 score).
Rationale: The highest Reading API SeeWorth has achieved is 579. The 2010-11 API scores are not available as of the date of this application. The starting point will be the latest API score available and the 3 rd year ending point will be higher than the highest API score to date.

SMART Graduation Rate Goals
Goal for 2011-2012: The Graduation Rate category will increase from 54.7% (2009-10%) to 60% (2011-12%).
Goal for 2012-2013: The Graduation Rate category will increase from 60% (2010-11%) to 65% (2012-13%).
Goal for 2013-2014: The Graduation Rate category will increase from 65% (2011-12%) to 72% (2013-14%).
Rationale: The highest Graduation rate percentage SeeWorth has achieved is 54.7%. The 2010-11 Graduation rate is not available as of the date of this application. The starting point will be the latest Graduation rate available and the 3 rd year ending point will be higher than the highest Graduation Rate yet to be achieved to date.

In addition to the above SMART Goals, staff will be working on FAY students reading and performing math 3 years below grade level to achieve 1.5 performance levels.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> Salaries for 3 FTE Highly Qualified Reading Instructors Salary for 1.0 FTE Highly Qualified Math Instructor
Title II, Part A	<ul style="list-style-type: none"> Salary for 0.90 FTE Instructional Facilitator
Title II, Part D	<ul style="list-style-type: none"> Technology based assessment practice software "Study Island".
Title III, Part A	
Other Federal Resources <ul style="list-style-type: none"> List here. 	
State Resources <ul style="list-style-type: none"> List here. 	<ul style="list-style-type: none"> OSDE Alternative Education funding provides a large (5 team) IT staff and (3 team) security staff.
Local Resources <ul style="list-style-type: none"> List here. 	<ul style="list-style-type: none"> Funding from the SeeWorth Academy Foundation provides instructors with supplemental classroom supplies and materials. Funding from Crossings Community Church provides instructors with supplemental classroom supplies and materials. Labor from Crossings Community Church members and employees from Chesapeake Energy Corporation provide hours of campus beautification time and materials to keep the campus beautiful and safe for all students and instructors. General Fund – supports .10 FTE (.90 FTE Title II Instructional Facilitator)

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In the space below, provide a narrative describing the steps the school has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

School Level Activities to Modify Policies and Procedures for Effective Implementation

- SeeWorth will create teams to address various sections of the action plans. Research indicates that effective leadership is best accomplished with a team approach (*Marzano, 2003*).
- The SIG Team will develop a process for each team's operation. Teams will receive work plans for the year and will be assigned specific work products to produce. Each team will maintain plans, agendas, minutes, and meeting attendance using the WISE Tool.
- Professional Development will be provided on teaming practices, the WISE Tool, Edusoft Benchmark Assessment software, curriculum alignment, and Marzano's *What Works in Schools* strategies.
- The Turnaround Officer, Principal, and School Administration will be responsible for providing the SIG Team and staff immediate access to student performance data and other relevant information.
- Instructional Teams will meet twice each month for one or more hours to conduct general business. In addition, a minimum of 90 minutes per week to review student learning data and to refine instructional plans will be planned for every Friday afternoon for HQ Core Curriculum instructors, co-teachers and their teacher assistants.
- The SeeWorth Board of Education has approved the Continuous Learning Calendar, the extended school day and the approval for the Director of the School to hire and fire any employee necessary to effectively implement the Transformation Model as planned printed and approved the State Department of Education.
- The Director, Vice Principal, the Technical Assistance Provider and incoming Principal has drafted the new extended school day schedule for the High School (9th-12th), Jr. High School (8th), Middle School (6th-7th) and Elementary School (3rd-5th) students. The administrative team has also drafted the design of the school programs within SeeWorth Academy which utilizes the "Schools within a School" strategy.
- As a charter school, the administration does not work with a union. The administrative team will implement a high quality instructional and staff member evaluation tool to be implemented at the beginning of the 2011-12 school year.
- SeeWorth will schedule a minimum of ninety (90) minutes of protected collaboration time. Collaboration time will be monitored by lead teachers and building administrators to assure effective use of time and to focus collaboration time on activities that support high students achievement.

SCHOOL SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The school has in place a strategic planning process utilizing Oklahoma's WISE planning and coaching tool;
- The school has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.
- The Turnaround Officer will be supported by the SIG Funding at 1.00 FTE

The LEA is a single school site district.

Stakeholders Involved in Planning Process

- SeeWorth Academy operates all grade levels on one campus. The start and stop school day times are staggered throughout the day to optimize classroom and school bus usage. SeeWorth provides school bus transportation for all students living within the large (135.5 sq miles) Oklahoma City Public School District boundary. The Transformation funding will provide for an additional fleet of buses so that the school day can be extended without transportation complications or students riding the school bus for more than 1 hour. All faculty, staff, and administration work on the campus as a team. Stakeholders participated in the planning stage of the SIG application. Stakeholders were provided multiple opportunities to assist in the analysis of the data, the selection of the intervention model, and the selection of strategies and activities for the intervention model.

Stakeholders involved in the planning process include: School Leadership Team, Parents and Students, Current Staff and Incoming Principal, Potential Professional Development Teams, Board of Directors, and Community Partners.

Written Transition Plans

SeeWorth will require all new teachers to participate in professional development on the following topics to sustain reforms:

- Current Student Data analysis
- SeeWorth Curriculum, Policies and Procedures, Community and Culture
- Differentiated Learning / RTI
- Building Academic Vocabulary
- Reading Across the Curriculum (Payne, Reid and Lyon)
- Multisensory Mathematics
- Singapore Mathematics

Supplemental Transportation

The LEA has determined that transportation is a barrier to successful student achievement and has chosen to implement a supplemental busing service to meet the needs of the students and to provide for an extended-day schedule. SeeWorth, as a charter school, is not allowed to facilitate bond issues for transportation like a traditional school would, and therefore, is only able to provide a limited bus service; however, students reside throughout the entire metro area and most are required to take city transportation to the downtown bus station where they board a SeeWorth bus and are transported to the school. Many situations arise at the downtown bus station that put SeeWorth students at an additional risk. The additional buses are supplemental and necessary to provide neighborhood (or door-to-door) service for SeeWorth students which will assist in increasing the daily attendance rate and will have a direct academic impact on student performance. Purchasing the supplemental school buses allows us to expand service and ensures the sustainability of extended school day calendar. State Alternative Education funding will be used after SIG funding to support additional fuel and bus driver salary costs.

Strategic Planning Process

SeeWorth will implement the WISE planning and coaching tool to plan and monitor the school improvement interventions. The WISE tool provides a strategic planning process and structure for school improvement efforts. The SeeWorth SIG Team has received training to use the WISE planning and coaching tool, and the SIG Team will provide training for all team leaders to use the WISE planning and coaching tool. There is no fee for the WISE Tool use.

LEA System of Formative and Summative Data Collection

SeeWorth has implemented the following Formative and Summative Data Collection procedures for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvements:

- Edperformance Benchmark Assessment software
- WRAT pre and post testing administered by the Reading Department Director and Team
- Psychosocial indicators
- Current Student Grades
- Current Student Attendance

Professional Development

The LEA will provide professional development in Reading Across the Curriculum and Building Academic Vocabulary. Additionally, a Consulting Team from the Payne Education Center will coordinate the professional development. Consultants include Dr. Reid Lyon, William Van Cleave and Sandy Thompson--all of which have a lengthy and proven history working with at-risk, severely emotionally and educationally deprived alternative education students. The professional development includes stipends paid to staff at an annual cost of \$32,500 for each year of the grant. Sustainability efforts include continuing the Reading Across the Curriculum PD during the summer PD annually implemented by the LEA. The consultant team from the Payne Center includes the Master instructor who is a highly qualified reading instructor with the LEA.

Counseling/Mentoring/Attendance Advocates

The LEA has determined the need for additional counseling/social workers to assist student with issues that directly affect student performance in the classroom and attendance officers who will ensure that students are present each day, will track student attendance and make home visits when necessary and Data Coordinators to assist in tracking student performance on monthly Edperformance benchmark testing for an annual cost of \$285,000 for each year of the grant (Please review the Job Descriptions for a complete list of duties for these supplemental positions). The typical SeeWorth student is most at-risk not only academically but also socially and mentally (see the Appendix for a more detailed study body description). The students who attend SeeWorth are not typical alternative education students; however, they are the most severely at-risk alternative education students. Most students arrive at school dealing with family struggles, gang affiliation issues, adjudicated requirements and not mentally prepared for a regular educational environment. Therefore, Eagle Ridge Institute will provide Counseling, Mentoring, Drug/Alcohol Prevention, Boot Camps, Career Education and Life Skills Services.

Sustainability of the additional Counseling efforts will be supported by grant sought by Eagle Ridge institute and the incorporation of 3 positions into the General Fund on a part time basis. Also being developed during the 2010-11 school is the collaboration between SeeWorth and local universities to have Master-leveled counseling students trained so that they will work with students for group therapy

Other Funding Sources

SeeWorth receives Title I, and Title II funding. SeeWorth has secured funding from the following corporate partners and foundations: Chesapeake Energy, Sand Ridge Energy Corporation, the SeeWorth Academy Foundation, and Crossings Community Church. SeeWorth will reallocate existing federal funds (Alternative Education funding) to sustain the elements of the program that positively impact student achievement.

Performance Pay Stipends

Performance Pay Stipends have been included in Year 2 and Year 3 of the grant. Performance stipends will be \$4,000 per staff member for meeting the SIG goals for an annual cost of \$300,000. Performance stipends will be paid to all staff in the following manner: each staff member shall receive \$1750 for the school reaching the SMART Reading Goal, \$1750 for the school reaching the SMART Math goal, and \$500 for the school reaching the SMART graduation rate goal). There will not be funding to sustain this SIG strategy past the life of the grant. However, planning through the SIG team will be implemented at the end of year 2 and into year 3 to work with the SeeWorth Foundation to develop a similar effort.

Title I, Part A Goals and Action Steps to Sustain Reform Efforts

SeeWorth's Schoolwide Improvement Plan has been approved by the SDE and includes the following goals and action:

- Hire 3 additional high qualified Reading instructors for supplemental reading instruction
- Hire 1 additional highly qualified Math instructor for supplemental math instruction
- Hire 1 additional licensed counselor to support the need of the large at-risk student body
- Hire 1 parent liaison to work with all parents and students
- Increase the Accelerated Reader library

In order to sustain the reform efforts of the SIG program, The plan includes a process for:

- Reviewing current practices and successes
- Developing and modifying the annual school improvement plan
- Implementing the school improvement plan
- Monitoring the school improvement plan
- Reassessing the success of school improvement plan
- Revising services to ensure success of the SIG goals.

Supplemental Classrooms Materials and Supplies for Supplemental Reading and Math

Singapore Math Textbooks, supplemental math student and teacher editions and workbooks, classroom materials for multisensory math, mental math workbooks and materials, supplemental algebra and geometry workbooks and manipulatives, calculators and scientific calculators, math binders and supplies will be purchased to assist students. Student text books will be utilized as the supplemental instructors need to develop curriculum for the students performing at various academic levels. All text books will be usable past the life of the SIG grant. The consumable materials will be replenished after the life of the grant with Alternative Education funding.

Two (2) state-of-the-art Apple Computer labs with 30 computers, IPADs, IPODs, smart boards with projectors, and printers and a 25 station mobile Apple lab. The cost is \$172,340 for the first year of the grant. Additionally, 75 Apple Laptops will be purchased in year two of the grant at a cost of \$112,000 and 154 will be purchased in year three of the grant at a cost of \$231,000. The projected purchase will place a laptop in the hands of over 300 students over the course of the grant. This will allow direct students access to rigorous, student specific academic assistance software and remediation tools as they work toward obtaining success on the state's rigorous academic standards. To increase student participation in reading, 215 Apple IPADs and protective covers @ \$699, and 1700 high interest e-books and subscriptions will be purchased in years one and two of the grant and 70 IPADs and protective covers, and 560 e-books @ \$12.94 will be purchased in year three allowing all students to have an individually prescribed and interest level reading platform. For sustainability, each e-book can be loaded on up to seven IPADs allowing the school to create student specific IPADs for the individual needs of each student. The newly purchased technology will be sustained by the current SeeWorth IT staff.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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

1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

There will be no pre-implementation activities required for the 2011-12 school year. The 5 day summer professional development academy has been planned and scheduled. The multisensory math workshops will be planned and scheduled beginning August 15, 2011.

Preparation for the 5 day summer academy will be the purchasing of the supplies. This will be performed by Janet Grigg late May or June of 2011. The supplies to be purchased will be the books for instructors to read over the summer break, which include the following titles:

Everything You Want To Know & Exactly Where to Find It, Improving Morphemic Awareness, SLT- Advanced 2 Book Set & Intermediate Book, Prefixes: A Resource Book, Suffixes: A Resource Book, Roots: A Resource Book, SAT Vocabulary Cartoons I, and SAT Vocabulary Cartoons II.

The new incoming principal has been identified and will begin work July 1, 2011.

SCHOOL ACTION PLAN

For each Tier I and Tier II 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: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	The LEA replaced the principal May 2010.	May 1, 2011 Completed and ongoing	Janet Grigg, Director
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement.	The Director will work with the OKCPS District (sponsoring district) Leadership to review and/or adapt their new high quality evaluation tool for instructors and staff. The evaluation tool will be shared with all staff during a month staff meeting at the beginning of the school year, which begins August 15, 2011. Modifications of the evaluation tool will include input from the staff, the principal, and the director and will be reviewed and adopted by the Board of Directors. The evaluation tool will have backup documentation which includes Windows on Curriculum classroom observation forms performed by the Principal and the Instructional Facilitator.	July 1, 2011 Ongoing each school year.	Janet Grigg, Director S. Golden Principal T. Rodgers, Vice Principal TBD, Turnaround Officer

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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>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>	<p>Identify all staff members who have helped reach SIG goals. Request incentive award to be distributed to appropriate staff by the Board of Directors. The award will be distributed in Year 2 for the Year 1 accomplishment and in Year 3 for the Year 2 accomplishment.</p> <p>Performance stipends will be \$4,000 per staff member for meeting the SIG goals for an annual cost of \$300,000. Performance stipends will be paid to all staff in the following manner: each staff member shall receive \$1750 for the school reaching the SMART Reading Goal, \$1750 for the school reaching the SMART Math goal, and \$500 for the school reaching the SMART graduation rate goal). Each school member will be paid without differentiating positions within the school. In Professional Development at the beginning of the school year, the Director emphasizes the staff persons may have different roles within the school structure but it takes all employees working efficiently and effectively at all times to keep the SeeWorth student attending, to keep staff and all students safe, to assist students with modification behavior so that they can be in class learning.</p>	<p>September 2012</p> <p>September 2013</p> <p>September 2014</p> <p>May 2012</p> <p>May 2013</p> <p>May 2014</p>	<p>Janet Grigg, Director</p> <p>S. Golden, Principal</p> <p>S. Rodgers</p> <p>TBD, Turnaround Officer</p>

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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)
	Instructors have not implemented Professional Development as required or have shown significant school year practices will be identified by the Principal and placed on a Plan of Improvement.		
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	<p>The LEA will add nine days of professional development prior to the start of the school year. Five (5) days of professional development prior to the start of school will be funded with SIG funds. Additionally, eleven (11) days of professional development will be added throughout the school year. This will occur for every year of SIG implementation.</p> <p>The LEA will implement a new teacher induction program to assure that new teachers employed after the start of school will receive intensive professional development in the transformational model initiatives.</p> <p>The LEA will provide professional development in instructional strategies, building academic vocabulary and reading across the curriculum, Singapore Math, and Multisensory Math will be provided to increase the capacity of staff to effectively deliver instruction.</p> <p>The LEA professional development will be provided by a team of experts led by Dr. Reid Lyon, William Van Cleave, and Sandy Thompson from the Payne</p>	<p>July 2011 – June 2012</p> <p>July 2012-June 2013</p> <p>July 2013-June 2014</p> <p>August 15, 2011 and ongoing</p> <p>August 1, 2011 and ongoing</p> <p>September 1, 2011 and ongoing</p>	<p>Janet Grigg, Director, Louann Killgore, Reading Dpt Director, S. Golden, Principal T. Rodgers, Vice Principal S. Rodgers, Technical Assistance</p> <p>Louann Killgore, Reading Director TBD, Math Director S. Golden, Principal TBD, Turnaround Officer Janet Grigg, Director</p>

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline Tier: II			
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)
	Education Center as well as TBD math professional development facilitators in Multisensory Math and Singapore Math.		
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>The LEA will implement a new teacher induction program in order to provide job-embedded professional development to assist new teachers in implementing the new instructional strategies. Teachers who are not demonstrating proficiency with instructional strategies will be identified early and provided with intensive coaching from the Instructional Facilitator.</p> <p>The LEA administrative team will screen and interview highly qualified candidates and make employment</p>	<p>August 2011 - August 2012</p> <p>June 2011 and ongoing</p>	<p>Janet Grigg, Director</p> <p>Board of Education members</p> <p>S. Golden, Principal</p> <p>TBD, Turnaround Officer</p> <p>T. Rodgers, Vice Principal</p>

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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>recommendations to the Director. The principal will use a structured interview process to identify highly-qualified finalist for vacant positions.</p> <p>The LEA will ensure that all teachers are highly qualified in core content areas.</p>	June 2011 and ongoing	S. Rodgers, Technical Assistance Provider
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 LEA will use student data to effective teaching and learning. Using the <i>PASS</i> objectives, student performance data will be reviewed to determine the pace and delivery of instruction.</p> <p>The LEA will use differentiated instruction to allow classroom teachers to provide effective instruction to ALL students.</p> <p>The LEA will use data from assessments to strengthen instruction in the classroom in order to improve academic achievement.</p> <p>The LEA will use both formative and summative assessments to plan and differentiate instruction. The LEA will use formative assessments, which provide information needed to adjust teaching and learning, will be used as ongoing assessments to determine next steps in teaching and learning.</p>	June 2011 and ongoing	Principal (S. Golden) Janet Grigg, Director S. Golden, Principal L. Killgore, Reading Dpt Director TBD, Math Director TBD, Turnaround Officer

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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 LEA will use summative assessments to determine standards, benchmarks, and the following year (OCCT) for both the students moving to the next grade and the new students entering a grade.</p> <p>The Reading and Math Director will use newly designed assessments from the Professional Development teams to determine and record student growth. Data will be shared in Collaborative Time on Fridays and on to the Leadership Teams</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.	<p>The LEA has contracted with a Technical Assistance Provider that provides planning and research techniques important to the student body of SeeWorth.</p> <p>Evaluation and Data Driven decision making are key strategies in data reporting in addition to comprehensive formative and summative data system in place that provides accurate and timely data. Instructional units will be developed that included learning goals, scoring scales, formative and summative assessments.</p> <p>Data from formative unit assessments will be used to differentiate instruction for each student during the scheduled intervention period.</p>	<p>June 2011 and ongoing</p> <p>August 2011 and ongoing</p> <p>August 2011 and ongoing</p>	<p>Janet Grigg, Sharilynn Rodgers S. Golden, Principal T. Rodgers, Vice Principal TBD, Turnaround Officer</p> <p>S. Golden, Principal and TBD, Curriculum Director</p> <p>S. Golden, Principal and TBD, Curriculum Director</p>

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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)
8. Establish schedules and implement strategies that provide increased learning time.	<p>The LEA will add sixty (60) minutes of additional instructional time to each high school student's day (extend 4.12 day to 5.20 minute day).</p> <p>The LEA will add (100) minutes of additional instructional time to each elementary and middle school student's day (extend 4.12 day to 6 hour day).</p> <p>(See increased learning time plan in Appendix.)</p>	May 2011 and ongoing	Janet Grigg, Director S. Golden, Principal T. Rodgers, Vice Principal S. Rodgers, Technical Assistance Provider
9. Provide ongoing mechanisms for family and community engagement.	<p>The LEA will provide social workers, counselors, and attendance advocates to youth and their families, to include behavior modeling, anger management, developing critical thinking skills, making good choices, and other coping skills to assist students in reaching academic success goals.</p> <p>We will leverage the rapport built by the social workers, parent liaison, Vice Principal, counselors, and attendance advocates staff with parents and families to increase engagement in student learning.</p> <p>The LEA will establish a site-based council (e.g., School Community Council) comprised of the Director, principal, parent liaison, social workers, counselors, attendance officers and parents that will meet monthly to incorporate family- school relationships and parental involvement activities</p>	July 2011 and ongoing	Janet Grigg, Director Esther Meadows, Parent Liaison S. Golden, Principal S. Rodgers T. Rodgers, Vice Principal K.Klohn, Director of the Counseling Dpt. TBD, Turnaround Officer

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
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)
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>The LEA and the site are the same school. The Director oversees all implemented activities and budgets.</p> <p>The LEA will employ a Turnaround/Transformation Officer to provide technical assistance and facilitate LEA and SDE support to assure implementation of the transformation model</p>	May 2011 and ongoing	Janet Grigg, Director S. Golden, Principal T. Rodgers, Vice Principal S. Rodgers, Technical Assistance Provider
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>The LEA and the site are the same school. Janet Grigg, Director oversees all implemented activities and budgets.</p> <p>The LEA, through the SeeWorth Director and the Turnaround Officer will work with the State Department of Education by setting up meetings with the School Improvement Teams, Educational Coaching, WISE Training sessions and coaching remarks, School Improvement Workshops, Data Trainings.</p>	July 2011-June 2014	Janet Grigg, Director TBD, Turnaround Officer
<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <ol style="list-style-type: none"> 1. Order and Install Computer Labs and supplies 2. Hiring all staff position 3. Ordering Curriculum and Supplies 4. Work with Eagle Ridge Institute to hire additional counselors 	State of the art Computer Lab with Laptops, Smartboards, Ipods and Ipads will be available for student and instructor use. The computer lab will be utilized for classroom use, supplemental courses in test preparation and instructor professional development training.	August 2011 September 2011.	Janet Grigg, Director S. Golden, Principal T. Rodgers, Vice Principal S. Rodgers, Technical Assistance Provider J. Jones, IT Director and IT staff members

Name of School: Justice Alma Wilson SeeWorth Academy 3 Year Timeline		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
5. Purchase school buses	<p>2. Job Availability Ads will begin running when LEA is awarded funding for the SIG implementation.</p> <p>3. Classroom Materials and Curriculum supplies will be ordered August 1, 2011 for immediate delivery, inventory and labeling.</p> <p>4. schedule all staff to be in training with SeeWorth employees, integrate Eagle Ridge institute staff in all technology training.</p> <p>5. School buses will be purchased from Ross Transportation; all required SDE inspections will take place.</p>	<p>May 2011 and ongoing</p> <p>August 1, 2011 and ongoing</p> <p>August 2011 and ongoing</p> <p>August 1, 2011</p>	<p>Janet Grigg, Director S. Golden, Principal</p> <p>Curriculum Director and the school's administrative assistants team</p> <p>Janet Grigg, Director and John Mayfield, Director of Eagle Ridge Institute, Katrina Klohn, SeeWorth Counseling Director</p> <p>Janet Grigg, Director Turnaround Officer</p>

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

BUDGET SECTION

LEA BUDGET NARRATIVE

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

Needs of the LEA for District Level Initiatives (Proposed Initiatives, Materials, and Resources)

Turn Around Officer

The LEA has established a position for a Turnaround Officer. The Turnaround Officer will be responsible for the day-to-day management of reform efforts and will serve as a liaison to coordinate and communicate directly with the SDE on a regular basis. The annual cost is \$50,000 for each year of the grant. (Please see the attached job description for a complete list of duties and requirements.)

Transportation

The LEA has determined that transportation is a barrier to successful student achievement and has chosen to implement a supplemental busing service to meet the needs of the students and to provide for an extended-day schedule. SeeWorth, as a charter school, is not allowed to facilitate bond issues for transportation like a traditional school would, and therefore, is only able to provide a limited bus service; however, students reside throughout the entire metro area and most are required to take city transportation to the downtown bus station where they board a SeeWorth bus and are transported to the school. Many situations arise at the downtown bus station that put SeeWorth students at an additional risk. The additional buses are supplemental and necessary to provide neighborhood (or door-to-door) service for SeeWorth students which will assist in increasing the daily attendance rate and will have a direct academic impact on student performance. Three buses will be purchased at a cost of \$84,000 each. Three (3) bus drivers will be hired at an annual cost of \$54,000 for each year of the grant. Cost for fuel and maintenance will be \$108,000 for each year of the grant.

Professional Development

The LEA will provide professional development in Reading Across the Curriculum and Building Academic Vocabulary. Additionally, a Consulting Team from the Payne Education Center will coordinate the professional development. Consultants include Dr. Reid Lyon, William Van Cleave and Sandy Thompson--all of which have a lengthy and proven history working with at-risk, severely emotionally and educationally deprived alternative education students. The professional development includes stipends paid to staff at an annual cost of \$32,500 for each year of the grant. The cost for professional development is \$72,500 for each year of the grant. Professional development materials include the following books to be purchased for the Summer Academy:

- Everything You Want To Know & Exactly Where to Find It \$35.00
- Improving Morphemic Awareness \$17.50
- SLT- Advanced 2 Book Set & Intermediate Book \$30.00

- Prefixes: A Resource Book \$16.50
- Suffixes: A Resource Book \$16.50
- Roots: A Resource Book \$16.50
- SAT Vocabulary Cartoons I \$12.95
- SAT Vocabulary Cartoons II \$12.95

Singapore Materials will be purchased in August when OKCPS Training Facilitator and the Principal schedule the trainings. This will also be after the Reading Across the Curriculum Training. The first year cost is \$15,474, and the cost for years two and three is \$3,289.50.

Counseling/Social Work/Attendance Officer Services

The LEA has determined the need for additional counseling/social workers to assist student with issues that directly affect student performance in the classroom and attendance officers who will ensure that students are present each day, will track student attendance and make home visits when necessary and a Data Coordinators to assist in tracking student performance on monthly Edperformance benchmark testing for an annual cost of \$275,000 for each year of the grant (Please review the Job Descriptions for a complete list of duties for these supplemental positions). The typical SeeWorth student is most at-risk not only academically but also socially and mentally. The students who attend SeeWorth are not typical alternative education students; however, they are the most severely at-risk alternative education students. Most students arrive at school dealing with family struggles, gang affiliation issues, adjudicated requirements and not mentally prepared for a regular educational environment.

Therefore, Eagle Ridge Institute will provide in collaboration with SeeWorth Academy the PASS program which includes prevention strategies such as: Counseling, Mentoring, Drug/Alcohol Prevention, Behavior Modification, Career Education and Life Skills Services-Eagle Ridge Institute for students (30 hours a week for 36 weeks @ \$92 per hour for an annual cost of \$99,360). Eagle Ridge Institute is well-known in the state of Oklahoma for providing holistic treatment services for school aged children. (See Appendix for detail.)

Prevention - The first line of defense against substance abuse is education. Eagle Ridge Institute has assisted over 3,500 young people in finding alternatives to gang involvement; involved over 3,000 students in post-secondary and college experiences and opportunities; provided case managed services to over 500 gang-involved youths and families; developed alternative recreation and life skills programs for over 5,000 young people.

Treatment - Professional and caring therapy is necessary for wholeness. Eagle Ridge Institute has provided over 900 women and their children with residential substance abuse care; provided Therapeutic Foster Care services to hundreds of children; provided Home-based / Out-patient counseling services to hundreds of children and adults.

Community Intervention - Interrupting cycles of abuse is the foundation for healing. Eagle Ridge Institute has provided court advocacy services to hundreds of youths and families; counseled hundreds of teenagers in juvenile detention; networked with over 100 agencies and organizations to provide services to at-risk youths and families; mentored thousands of at-risk adolescents in leadership and character value skills.

Community Education - Family involvement and training are keys to healthy lifestyles. Eagle Ridge Institute has disseminated more than 15,000 pieces of educational and awareness material; provided more than 30,000 person with substance abuse prevention information; provided Life Skill Training for thousands of students (3rd - 12th grade.); provided Talk-about-Safety classes to hundreds of 1st and 2nd grade students.

Community Services - Opportunities to give back to the community encourages personal growth. Eagle Ridge Institute has played an active role in youth Group Development; Community Mobilization/Coalition Building; Welfare to Work Training; College Intern Opportunities; Parent Universities; Volunteer Opportunities; Distribution of Prevention Resources; Mentoring, Tutoring, Coaching. For sustainability, Eagle Ridge will also train mentors from Crossings and SandRidge in order to allow mentoring, career education, and life skills training to continue beyond the grant award.

Supplemental Mathematics and Reading Teachers

The LEA has expanded the Title I strategy positions for Math and Reading Supplemental HQ Instructors to work with students in helping students meet the state's rigorous academic standards. The cost is \$400,000 for each year of the grant. These supplemental teachers will work with small groups in intense remediation for students to assist them in meeting the state's rigorous academic standards. For sustainability, SeeWorth will pursue partnerships with its sponsor OKCPS, Crossings, SandRidge, Inasmuch Foundation, and Chesapeake and will utilize other grant opportunities including Title I funding to allow for continuation of these important positions, and these supplemental teachers will mentor regular classroom teachers in intense reading and mathematics strategies.

Performance Pay Stipends

Performance Pay Stipends have been included in Year 2 and Year 3 of the grant. Performance stipends will be \$4,000 per staff member for meeting the SIG goals for an annual cost of \$300,000. Performance stipends will be paid to all staff in the following manner: each staff member shall receive \$1750 for the school reaching the SMART Reading Goal, \$1750 for the school reaching the SMART Math goal, and \$500 for the school reaching the SMART graduation rate goal). Each school members will be paid without differentiating positions within the school. In Professional Development at the beginning of the school year, the Director emphasizes the staff persons may have different roles within the school structure but it takes all employees working efficiently and effectively at all times to keep the SeeWorth student attending, to keep staff and all students safe, to assist students with modification behavior so that they can be in class learning.

Supplemental Classrooms Materials and Supplies for Supplemental Reading and Math

Singapore Math Textbooks, supplemental math student and teacher editions and workbooks, classroom materials for multisensory math, mental math workbooks and materials, supplemental algebra and geometry workbooks and manipulatives, calculators and scientific calculators, math binders and supplies will be purchased to assist students. The supplemental classroom instructor has relied on the I Can Learn Math Lab computer based curriculum that was provided by the State Department of Education 4 school years ago. Students entering SeeWorth Academy usually enter from one of the traditional OKCPS school/classrooms. Students start the class resistant to the computer-based only system of curriculum and request some of their traditional supplies and methods. Instructors work to differentiate and engage the student body. The computer-based only instructional method is not showing gains within the supplemental classroom's I Can Learn Math Lab assessments. The Singapore Math methods introduce manipulatives, and teach basic skills that SeeWorth students lack while providing some traditional materials that the students are requesting.

The cost is \$83,038 for the first year of the grant, two (2) state-of-the-art Apple Computer labs with 60 computers, 60 IPADs, smart boards with projectors, hand held answering systems and printers and two (2) 25 station mobile Apple lab. The cost is \$81,200 for the first year of the grant. Additionally, 75 Apple Laptops will be purchased in year two of the grant at a cost of \$112,000 and 154 will be purchased in year three of the grant at a cost of \$231,000. The projected purchase will place a laptop in the hands of over 300 students over the course of the grant. This will allow direct students access to rigorous, student specific academic assistance software and remediation tools as they work toward obtaining success on the state's rigorous academic standards.

To increase student participation in reading, 100 Apple IPADs and protective covers @ \$699, and 1700 high interest e-books and subscriptions will be purchased in years one and two of the grant and 70 IPADs and protective covers, and 560 e-books @ \$12.94 will be purchased in year three allowing all students to have an individually prescribed and interest level reading platform. For sustainability, each e-book can be loaded on up to seven IPADs allowing the school to create student specific IPADs for the individual needs of each student. The newly purchased technology will be sustained by the current SeeWorth IT staff.

Timely Distribution of Funds

Single-Site LEA

The LEA is a single site; therefore, the LEA administration provides direct coordination with the site for the immediate distribution of the funds.

In the space below, provide a narrative describing how the LEA will meet the additional Oklahoma requirement listed below:

- The LEA will establish an FTE (percentage of FTE will be contingent on LEA capacity) for an LEA based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

Turnaround Officer

The LEA has selected a Turnaround Officer to serve in the Turnaround Office.

The Turnaround Officer will serve as a direct liaison to the SDE, will facilitate SIG Team meetings, Professional Development, faculty meetings and will ensure that the SIG is being implemented in a timely manner. The annual cost is \$50,000 each year of the grant. (Please see complete job description in the appendix for more information.)

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

- Summary Budget page and Justification page each year* of the grant for the LEA activities including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II schools for each year of the grant.

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

SCHOOL BUDGET NARRATIVE

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

- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in Tier I and Tier II school to be served;
- Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

Collaboration Time

Required SIG 90 minutes uninterrupted collaboration time will be scheduled every Friday from 1:30-3:00pm. This 90 minute period of time will be during the school day hours. There will be no funding requirements. In order to provide sustainability, the LEA will provide this funding through local funding sources. During this time all core curriculum instructional staff and instructional/co-teachers will be able to work together within departments to review data, plan, revise, and implement all materials necessary to achieve highly effective practices that will lead to student achievement. The students on campus will be working in Fine Arts classes, PE classes and/or Technology-based assignments in computer labs with IT instructors facilitating the lab. If any of the elective teachers are needed during the Collaboration time frame for meeting with core curriculum instructional staff, substitutes will be assigned.

Site-Based Training/Teacher Academy/Institute

August 8, 2011—Dr. Reid Lyon, Reading Across the Curriculum, \$7,500.00.

August 9-10, 2011—William Van Cleave, Building Academic Vocabulary, \$10,000.00.

August 5 and 11, 2011—Sandy Thompson, Payne Center, Implementation of Professional Development, \$2,000.00.

Intersession Training

Teacher Stipends 4 days (Monday - Thursday) 1st week of Fall Break

25 staff members \$100.00 per day \$10,000.00 + Benefits \$3,000.00 \$13,000

Teacher Stipends 4 days (Monday - Thursday) 1st week of Spring Break

25 staff members \$100.00 per day \$10,000 + Benefits \$3,000.00 \$13,000

Professional Development for Multisensory Mathematics (3 days)

15 staff members \$100 per day \$4,500 + Benefits \$1,350.00 \$5,850

Materials \$1,500

PD Consultant \$10,000

Professional Development Singapore Math – no fee for the facilitator.

No funding needed for stipends – training will be held during the work day.

Teachers new to SeeWorth will be provided timely assistance and professional development in the Transformation Model, Payne Educational Center Training, Reading Across the Curriculum, Building Academic Vocabulary, Singapore Mathematics, and the goals and responsibilities for the SIG grant components.

Professional development will be provided by Dr. Reid Lyon in Reading Across the Curriculum and Brain Research in the assessment, prevention, and remediation of reading difficulties and disabilities, disorders of attention, and cognitive disabilities, the neurobiology of learning disabilities and dyslexia: implications for assessment and instruction, the Development and implementation of response-to-instruction initiatives, the Development and Implementation of Early Literacy Programs, and Basing Educational Technologies on Current Scientific Research. Dr. Lyon is a renowned nationwide expert on brain research and Reading Across the Curriculum and working with extremely at-risk students. The cost is \$7500 for the first year of the grant and the total cost is \$22,500.

Professional development will be provided by William Van Cleave in teaching strategies for students with language-based learning difficulties and Building Academic Vocabulary to assist teachers in understanding the needs of the student with language-based learning difficulties. Teachers will use tips regarding presentation and organization, reading comprehension and textbook skills, and how to develop meaningful and creative assignments, activities, and lesson plans for many different kinds of students. Mr. Van Cleave is nationally known for his teaching strategies with language-based difficulties with the most severely, at-risk students. The cost is \$20,000 for the first year of the grant and the total cost is \$60,000.

Additional Training on the Selected Intervention Model

Professional Development will be provided by the consultant of the Payne Education Center. The Payne Center Master Instructor Sandy Thompson will provide direct implementation strategies throughout the implementation of the grant for Reading Across the Curriculum and Building Academic Vocabulary. . The research-based strategies of the Payne Center are supported by their accreditation received by the International Multisensory Structured Language Education Council (IMSLEC). The Payne Center is among the first 15 training centers in the world to receive this certification. With that certification comes years of research and approximately 30 years of training teachers in the state of Oklahoma. This training equips Oklahoma instructors with the necessary skills to impact Oklahoma students. Implementation will occur within twenty-five (25) days of professional development/coaching, feedback and regular communication with staff. The Payne Education Center is known for its work with assisting schools increase the academic performance of students and has a history of success with the school as the school moved off the needs improvement list. Annual cost is \$25,000 for each of the year of the grant. The total cost is \$75,000.

Material to Support the Professional Development

Materials including books, binders (instructor Implementation Journals and material storage), post-it notes and easel paper to support the professional development will cost \$8,000 for the first year of the grant and the total cost is \$24,000.

In the space below, provide a budget narrative for each of the Tier I or Tier II schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the

written description of activities and be allowable under the Guidance on Fiscal Year 2010 School Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

Funds are not requested for pre-implementation.

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

- Summary Budget page and Justification page for each year of the grant for each Tier I and Tier II school to be served.
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX

- School and Student Body Description
- Existing vs. Supplemental Transportation Services
- Increased Learning Time Activity Options
- SeeWorth External Provider Selection Process
- Eagle Ridge Institute Program
- College/Post-Secondary Education/Career Preparation Programming
- SeeWorth Supplemental Job Descriptions

Appendix Documents

SeeWorth Academy School Description

SeeWorth Academy is a public Charter School and Alternative School in the Oklahoma City Public School District. Named after its founder, Justice Alma Wilson, SeeWorth was established as an alternative school for adjudicated youth in 1998 and opened with less than 20 students. The school continued in 1998 with its alternative school foundation for serving adjudicated youth. In 2000, SeeWorth gained its Charter status, kept its alternative school designation and expanded the at-risk population beyond adjudicated youth to include long term suspended students, previously dropped out students, and students highly at-risk for being a dropout to include: students with severe behavior problems, students with severe academic deficiencies, students with children, homeless students (including doubled up and foster homes), and students with substance abuse addictions. SeeWorth is currently enrolling Oklahoma City Public School students' most at risk for not being in school in addition to students from other districts on Open or Emergency Transfer.

Schools within Schools

SeeWorth Academy implements the research-based Dropout Prevention strategy "Schools within a School". SeeWorth is divided into multiple school programs to provide education programming to students depending on similar student needs and ages/grades. Each student is placed in a school program initially at the beginning of their enrollment.

SeeWorth Academy administrators will change a student's program depending on the changing needs of each student (discipline infractions, changing emotional needs of the student, attendance/truancy changes, pace of instruction, etc). SeeWorth Academy serves all special education students with the inclusion model (there are no self-contained classrooms).

The school programs have staggered start/stop times throughout the day to maximize the use of campus classroom space, limited school bus vehicles, and access to the highly qualified instructors.

The basic school programs are provided in chart form below. Based on student needs, school programs may be individualized (or split). An example is a student begins their day during the High School period for 2 hours and then reports to the YDC program for the remainder of the day.

The school program descriptions are considered "generalized descriptions". There are varied individualized reasons that may justify or change the reasons for program placement.

School Programs' Generalized Descriptions

School Program	Enter Period	Generalized Description of Attending Student
High School (9 th -12 th)	1 st rotation on Campus 7:15am	This student rotates classes during the day, enters the program with 12 or fewer discipline infractions (the latest previous semester), does not exhibit a violent disposition during the intake interview
TLC(Total Life Center)- High School (9 th -12 th)	1 st rotation on Campus 7:15am	This student does not rotate classes during the day or will rotate to only 1-2 classes per day, enters the program with 15 or fewer discipline infractions or less (the latest previous semester), may exhibit a mildly violent disposition (or less) during the intake interview, may exhibit an emotional need for a smaller classroom or fewer instructor rotations
Powerschool (9 th -12 th)	1 st rotation on Campus 7:15am	This student does not rotate classes during the day or will rotate to only 1-2 classes per day, enters the program with 12 or fewer discipline infractions (the latest previous semester), does not exhibit a violent disposition during the intake interview, exhibits the serious desire to finish classes required for graduation and is comfortable with technology, reading grade level equivalencies are 6 th grade or higher,
Elementary (3 rd -5 th)	2 nd rotation on Campus 9:30am	This student rotates to Art, Music, PE, Supplemental Math, Supplemental Reading and Lifeskills. This student does not exhibit violent behavior during the intake interview, enters with 10 or fewer discipline infractions(the latest previous semester)
Middle School (6 th -7 th)	2 nd rotation on Campus 9:30am	This student rotates classes during the day, may exhibit a mildly violent behavior (or less) during the intake interview, enters with 12 or fewer discipline infractions (the latest previous semester),
Junior High (8 th)	2 nd rotation on Campus 9:30am	This student rotates classes during the day, may exhibit a mildly violent behavior (or less) during the intake interview, enters with 12 or fewer discipline infractions (the latest previous semester),
TLC-Elem. TLC-Middle TLC-Jr.High (3 rd -8 th)	2 nd rotation on Campus 9:30am	This student does not rotate classes during the day or will rotate to only 1-2 classes per day, enters the program with 15 or fewer discipline infractions or less (the latest previous semester), may exhibit a mildly violent disposition (or less) during the intake interview, may exhibit an emotional need for a smaller classroom or fewer instructor rotations
YDC (Youth Development Center)	3 rd rotation on Campus 10am	This student does not rotate classes during the day except counseling/lifeskills class, enters the program with 15+ discipline infractions (the latest previous semester), may exhibit a violent disposition during the intake interview, may exhibit a history of violence or use of weapons, may start in one of the other SeeWorth programs and receive multiple discipline infractions for varied reasons, this student may be enrolled in YDC from 6 weeks up to the entire school year.
Culb or Library	Separated from the Campus	This student has assaulted an employee, brought a weapon to the campus with violent intentions, had attended multiple school programs

SeeWorth Academy Student Body Description with Needs Assessment Data

Students are referred to SeeWorth Academy from the traditional elementary, middle or high school of the Oklahoma City Public School District (Principal, Vice Principal or Counselor). Students are also referred to SeeWorth Academy from their Judge, DHS Caseworker, Probation Officer, or Substance Abuse Counselor. In some cases, parents are the referral source whom has been referred by another parent of current or past student. The following chart provides reasons for student referral.

Reason Referred (not duplicated)

School Year	# Students Served	Referred for Excessive Behavior Problems	Extreme Academic Deficiencies (without extreme behavior problems)	Other Referred Categories
2010-11	730	489 (67%)	219 (30%)	124
2009-10	645	341 (53%)	271 (42%)	33
2008-09	592	361 (61%)	171 (29%)	60

Students who are referred for Long Term Suspension or Severe Behavior Problems fall into one of the following categories.

Students Referred for Excessive Behavior Problems

School Year	# Students Served	Referred for Excessive Behavior Problems	# Long Term Suspended Assault to Administrator /Staff	# LT Suspended Assault/Battery to Student	# LT Suspended Weapon on Campus (Gun, Knife, Other)	#LT Suspended or Referred for Excessive Referrals	#LT Suspended for Drugs or Distribution on Campus
2010-11	730	489 (67%)	57	102	67	189	74
2009-10	645	341 (53%)	29	109	87	74	42
2008-09	592	361 (61%)	18	94	72	105	72

Students with and without severe behavior problems enter with academic deficiencies. The following chart provides the latest GPA averages for students before starting SeeWorth Academy. This data set is considered the “PRE-GPA”. Statistical analysis on Pre-GPAs is provided by the State Evaluator agency, the Oklahoma Technical Assistance Center (OTAC).

Students Referred and Entering GPAs (Pre vs. Post)

School Year	# Students Served	Elem and Middle School Students' Latest semester GPA average before entering SeeWorth	Elem and Middle School Students' (post) SeeWorth GPA average graders	High School (9 th -12 th) Students' Latest semester GPA average before entering SeeWorth	High School (9 th -12 th) Students' (post) SeeWorth GPA average
2010-11	730	0.96	To be determined.	.088	To be determined.
2009-10	645	0.82	2.76	0.96	2.72
2008-09	592	0.95	3.03	1.08	3.06

All students receive Pre and Post Tests with the EdPerformance Assessment system (Math, Language Arts, Reading and Science). All students receive Pre and Post WRAT testing. This is at student enrollment entry and at the end of the school year.

Student Reading Grade Levels (Pre) Equivalencies

School Year	# Students Served	Average Pre(at entry) Reading Level Elementary School	Average Pre (at entry) Reading Level Middle School Students	Average Pre (at entry) Reading Level High School Students
2010-11	730	2.4	4.7	6.9
2009-10	645	3.9	4.9	7.8
2008-09	592	2.8	5.2	6.2

Student Math Grade Levels (Pre) Equivalencies

School Year	# Students Served	Average Pre(at entry) Math Level Elementary School	Average Pre (at entry) Math Level Middle School Students	Average Pre (at entry) Math Level High School Students
2010-11	730	1.7	4.9	8.7
2009-10	645	2.9	5.7	7.3
2008-09	592	3.1	6.3	8.9

Special education students are provided services by highly qualified Special Education instructors via “consultation” in all settings.

Special Education Enrollment (as of 05/01/2011)

School Year	# Students Served	Special Education Students	Specific Learning Disability	Emotional Disturbance	Other Impaired Categories
2010-11	730	233 (32%)	151 (64%)	40 (17.1)	42 (18%)

Students who are referred by Judges or Probation Officers are sometimes monitored with electronic devices. These students are required to report to Probation Officers or take drug tests during the school day. Probation Officers will also come to the school to meet with these students. These students are academic deficient, or have excessive behavior problems (or both), may be homeless, substance abusers, etc.

Adjudicated Youth

School Year	# Students Served	# Total Adjudicated	Violent Crime (Assault, Drive by Shootings, Burglary or Robbery w/weapon, Arson, Rape etc)	Theft w/o Weapon	Crime involving Drugs	Other Crimes
2010-11	730	379 (51%)	151 (35%)	113 (30%)	18 (5%)	97 (30%)
2009-10	645	322 (49%)	128 (40%)	34 (20%)	96 (30%)	64 (10%)

There are approximately 50 different “gang sets” on campus at one time. Security policies and measures are in place and enforced to prevent gang representation or violence between “gang sets”.

Gang Members or Affiliated Members

School Year	# Students Served	Gang Members or Affiliated
2010-11	730	452 (62%)
2009-10	645	309 (42%)

Teen parents include mother and fathers. An Average of 17% of all teen parents, each year are parents to more than 1 child.

Teen Parents

School Year	# Students Served	Teen Parents
2010-11	730	219 (30%)
2009-10	645	180 (28%)

Each student completes a Pre and Post intake survey with the counselors. Information is also taken from student counseling sessions, parent comments, Probation Officer records and school discipline-related records.

Substance Abusers

School Year	# Students Served	#Self Admitted	# Evidenced by School Records	# Identified
2010-11	730	235	174	409
2009-10	645	294	148	442

In accordance to McKinney Vento guidelines, Homeless identification is made during the enrollment process, during school attendance, counseling sessions, parent information provided to the Homeless Education coordinator/Parent Liaison or Probation Officer information.

Homeless

School Year	# Students Served	#Homeless Students	Doubled Up	Unaccompanied Youth	Other (Foster Care, Motel, Shelter, Street,etc)
2010-11	730	219 (30%)	109 (50%)	89 (40%)	21 (10%)
2009-10	645	135 (21%)	67 (50%)	54 (40%)	14 (10%)

SeeWorth Academy enrolls students weekly or every two weeks. Students leave for numerous reasons (withdrawing to return to the traditional school after conditions are met by the “sending” principal, dropouts, detention/incarceration, changing Foster placements, etc). The chart provides “entry” figures throughout the school year. *The chart does not reflect “exit” stats, a specific students’ entry, exit and then reentry, or reasons for any entry and exit. In multiple instances, for many reasons a student will enter, leave and reenter.*

School Mobility

School Year	# Students Served	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2010-11	730	453	89	37	64	101	48	29	27	23	tbd
2009-10	645	442	94	36	31	29	32	29	24	15	2

School Improvement and AYP Factors

School Year	Reading	Math	Total API	Grad Rate	Student Attendance (Not AYP Factor)	School Needing Improvement
2010-11	To be determined					
2009-10	120	498	186	54.7	81.2%	No (Warning Yr)
2008-09	367	579	448	53.7	87.1%	No
2007-08	295	271	235	36.3%	89.7%	No

Parent Involvement Activities Attendance (excludes student attendance numbers)

School Year	Fall Parent Teacher Conference	Spring Parent Teacher Conference	Winter Community Dinner and Program	Parent Student Orientation and Title I Meetings	Spring Fling Community Event
2010-11	94	71	110 (parents) 29 (community members)	794 parents (25 mtngs)	248 parents 38 community members
2009-10	57	84	121 (parents) 31 (community members)	681 parents (20 mtngs)	147 parents 29 community members
2008-09	89	51	167	624 parents (18 mtngs)	88 parents 11 community members

Oklahoma’s 17 Criteria for Alternative Education Programs

As an Alternative School, SeeWorth Academy must adhere to the 17 state criteria for Alternative Education schools. Each year SeeWorth is in compliance for meeting the criteria areas. (The following is all or in part, extracted from the Oklahoma Technical Assistance Center’s website.)

All of the Oklahoma alternative education program models were designed to meet 17 criteria set out in state law (O.S.§. 70-1210.563). These criteria were based upon successful programs for at-risk youth. The 17 criteria are listed below.

Beginning with the first semester of the 2002-2003 school year, all school districts of this state shall provide alternative education programs that conform to the requirements of statutes and rules applicable to alternative education.

A program shall:

1.Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students
2.Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3.Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers
5.Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6.Reflect appropriate collaborative efforts with state agencies and local agencies serving youth
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses
8. Offer individualized instruction
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each student in the program which will allow the student to participate in graduation exercises for the school district after meeting the requirements of the school district as specified in the individual graduation plan for that student; provided, the plan shall specifically address whether the student is required to meet the graduation requirements established in Section 11-103.6 of this title;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title
17.Allow students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs

Student Attendance

SeeWorth implements student incentives to achieve a good attendance rate. Required student attendance expectation is part of the SeeWorth application contract.

School Attendance

School Year	# Students Served	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
2010-11	730	100	100	100	86.	91.6	82.1	78.1	73.9	75.9	71.6	77.7
2009-10	645	85.5	88.6	84.6	87.1	80.1	82.3	80.8	81.1	79.9	81.	81.1

SeeWorth Academy usually begins school two weeks AFTER the Oklahoma City Public School District begins so that the principals can refer students and those students still make the first day of school at SeeWorth. SeeWorth will follow the basic Oklahoma City Public School calendar; the annual exceptions are two Parent Teacher Conferences and 2 Professional Development. In addition, SeeWorth is usually closed for inclement weather on the same days as the District. However, annually when the Districts’ schools reach their last day of school, SeeWorth continues to have school in order to reach the 175 days of school. Attendance decreases at SeeWorth when the Districts’ schools are closed. In some instances, drastically. SeeWorth implements

SeeWorth School Attendance when Oklahoma City Public Schools’ are NOT IN SCHOOL

School Year	When OCPS is out for PT Conference	When OCPS is out for Prof Development	When OCPS is out for Inclement Weather	When OCPSS is out for Summer Break
2010-11	52%	61%	Closed when OCPS was.	tbd
2009-10	41%	59%	Closed when OCPS was.	64% ada
2008-09	64%	43%	39%	53 ada

Student Entry

Eighty five (85%) percent of Seeworth’s students are referred from the Oklahoma City Public School District, through the Alternative Education program. These students have severe behavior and academic deficiencies where they are not able to attend their home school.

Other sources of referrals come from Probation Officers, DHS Caseworkers, Police Officers, Juvenile Judges and other schools out of the district (open or emergency transfers). These students are also not in school or are severely at risk of not continuing their education.

SCHOOLS WITHIN THE SEEWORTH SCHOOL: TRANSPORTATION AND SCHEDULING REVIEW

The charts below provide a view of the alternative education school scheduling layout and the use of the current 4 school buses. Bus routes cover transporting students to and from school covering the 135.5 square miles of the Oklahoma City Public School District.

Alternative Education School Day Schedule

School Programs and Current School Day Times	Estimated # Students and Grade Level	Route Area	Route Activity	
High School and PowerSchool and TLC-High School 7:15am-11:30am	9 th – 12 th 275 students	# of Routes = 4	School buses drop off these students and then go out and get the next set of students. These students are at the campus by 7:10am	
		#1. Broadway Ext – Indep. – NW 122 nd – NW 10 th St.		
		#2. HS Bus Terminal Students, Forest Park,		
		#3. Broadway – Hiwassee Road – NE 122 nd – I-40E		
		#4. Sooner – May – South 23 rd – South 74 th Street		
Elementary Middle School and Jr. High “EMJ” and TLC-EMJ 9:45am – 2:00pm	3 rd – 8 th 140 students	# of Routes = 4 but combined on 3 buses	These students are dropped off at the school by 9:15am. These students are picked up from the school after the earlier program leaves.	
		These routes are a mixture of the above routes and are dependent on enrollment and where the student lives. Student addresses change every week as enrollment changes. Still the 135.5 squares are covered.		
Youth Development Center 9:00am - 1:30pm	3 rd – 12 th 85	# of Routes = 1	8:40 pickup time from the Terminal	9:00am
		Because there are not enough buses, YDC students must take the neighborhood City Bus to the Bus Terminal in Downtown OKC and then a School bus picks up students and brings them to the campus. The School bus leaves the campus and returns the students to the Bus Terminal for the City Bus to take them home.		

Simplest Explanation Review

- Programs are staggered so that busses can drop students off at school, go back out and pick up the next group of students; likewise for going home. The 2010-11 routes are running an average of 2 hours 10 minutes
- The 4 high school (also Powerschool and TLC-High School) bus drivers leave the campus at 5:00am and begin picking up students for the first set of students that must be at the campus by 7:15am.
- Then 3 buses leave the campus at 7:15am and begin picking up the second group of students due on campus by 9:30 (Elementary, Middle and Jr. High). Note; there are 4 bus routes that must be combined into 3 buses.
- After the first group is dropped off 1 of the 4 buses leaves the campus at 7:15am to pick up the elementary YDC students. In addition, they go on the Metro Transit bus terminal to pick up the 6th-8th grade YDC students. This bus returns to campus by 9:00am.
- The buses are parked during school. Then all 4 buses are used to take home the 1st high school groups. Upon their return, 1 bus will take home the YDC elementary and take the YDC middle and high school to the Metro Transit terminal. After the buses return from the high school routes, 3 take home the Elementary, Middle and Jr. High students.
- School buses are used for field trips, college visits, football practice and athletic games around transporting students to and from school.

Extended School Day Schedule 2011-2012

School Programs and Proposed School Day Times	Estimated # Students and Grade Level	Route Area	Route Activity
High School and PowerSchool and TLC-High School 7:15am-1:00pm	9 th – 12 th 275 students	# of Routes = 5	The number of student Routes will increase, decreasing the amount of time on route (shortest route perhaps 50 minutes, farthest route perhaps 75 minutes). 3 buses will then be used to help the EMJ Program.
		#1. Farthest route: Britton – Hiwassee- I40E- Eastern	
		#2. Sooner – May – Reno - South 74 th	
		#3. Forest Park, NE 60 th – NE Hudson - Independence	
		#4..Close route: Wilshire – 10 th – Broadway - May	
#5. Closest route: NW 122 – Britton – Broadway - May			
Elementary Middle School and Jr. High “EMJ” and TLC-EMJ 8:30am – 3:00pm	3 rd – 8 th 140 students	# of Routes = 5	This group of old buses and a few of the new buses will pick up students. This shortens the students’ time on the bus from 2 hours to an estimated 1 hour 10 minute ride.
		These routes are a mixture of the above routes and are dependent on enrollment and where the student lives. Student addresses change every week as enrollment changes. Still the 135.5 squares are covered.	
Youth Development Center 9:30am - 2:45pm	3 rd – 12 th 85 Can get as large as 110	# Routes	Adding buses to the YDC route and neighborhood routes helps decrease dropouts in this program. The MetroTransit system hindered student attendance.
		1 School Bus can be used to pick up Elementary and Middle School students within the neighborhoods. 1 bus will be used for pickup at Metro Transit if neighborhood still can’t be accomplished.	

Simplest Explanation Review

- Adding 3 additional buses increases the amount of routes and decreases the average time for each route for students. The High School day can be extended because an “old set” of buses is used to start a route for a group of students when the new buses are still picking up the early program. In some cases, new buses will finish and can join another rotation of students. 3 New buses give the school 7 total buses.
- 5 buses (3 new and 2 old) will leave the SeeWorth campus approx 5:30a.m. to pick up the 1st group of students (High school, Powerschool and Tlc-high school). Because there is an added route, the routes don’t take as long. These students are delivered by 7:10am.
- Using 2 parked (old) buses, the bus drivers will leave campus at 7:00am for the “farthest away routes” for the 2nd set of students (Elementary, Middle and Jr. High). In addition, 2 of the “closest high school routes will be returning to the campus and can go start 2 of the closest “second group routes”.
- Now 3 buses from the 1st morning pickups are returning to campus. These 3 buses were used in the High School/Powerschool/TLC-High school farthest away routes. These buses upon return will be used to pick up YDC in the neighborhoods. Picking up these students in the neighborhoods and NOT at the Metro Transit center increases attendance and decreases dropouts from the program.
- WITHOUT ADDITIONAL BUSES, THE DAY CAN’T BE EXTENDED. Additional buses decreases the route times to enable the return of buses to start on the next set of entering students.

Increased Learning Time Plan

The following are increased learning time activity options that are being planned for each student's day.

High School Students

- Add an additional class period to each student's day.
- Implement enrichment courses into the Master Schedule.
- Continue the supplemental Reading instruction classes; add student "pull-out" sessions for the scheduled students with the HQ Reading instructor.
- Research career and College/Post Secondary Education/Career Preparation utilizing Advisory class rotations for years 2 and 3

Elementary, Middle and Jr. High School Students

- Decrease the number of elective class periods for students.
- Implement enrichment courses into the Master Schedule.
- Increase the number of supplemental courses into the Master Schedule.
- Research career and College/Post Secondary Education/Career Preparation utilizing Advisory class rotations for years 2 and 3.

Selection Process for External Providers

1. SIG Team Meeting.
2. Needs Assessment.
3. Identify potential providers.
4. Write and issue requests for proposals.
5. Develop transparent selection process.
6. Review proposals, conduct due diligence and select providers.
7. Negotiate with Contract Provider, including goals, benchmarks, and plan to manage assets.
8. Initiate on-going cycle of continuous progress monitoring and adjustment of External Providers by review monthly student performance on Edperformance benchmark assessments.
9. Stakeholders will meet monthly to review performance of External Providers and shall make recommendation to the Director to replace an External Provider when appropriate.
10. When the Stakeholders recommend replacement of an External Provider, the Director shall make the recommendation to the Board, and the process for External Provider Selection shall start over.
11. Prepare to proactively deal with problems and adjust strategies.
12. Plan for evaluation and clarify who is accountable for data collection.

COLLEGE/POST SECONDARY EDUCATION/CAREER PREPARATION

Curriculum Research

During year one of the grant, SeeWorth SIG Team desires to research and explore curricular and professional development programs that put an emphasis on college/post-secondary education/career preparation, such as AVID, DEPCO curriculum, and GenYes curriculum that is formal and intentional for every student. SeeWorth will research these curricular programs as well as other high-quality, research-based career and post secondary curriculum during year one of the grant with possible implementation during years 2 and 3.

AVID

AVID, Advancement via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Although AVID serves all students, it focuses on the least served students in the academic middle—B, C, and even D students—who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

The formula is simple—raise expectations of students; and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.

AVID Research

State-funded, independent research, together with AVID's own data, validate that the AVID college-readiness system works. Consider: AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don't take AVID. Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities. AVID also helps ensure students, once accepted to college, possess the higher-level skills they need for college success.

DEPCO

DEPCO, Dependable Education Products Company, exists to challenge the idea of a general education model that marches students through a uniform curriculum. DEPCO designs and develops educational curriculum for early childhood, K-12, and post-secondary schools. It offers curriculum, software, and equipment in various topics, such as science, business, marketing, information technology, careers and technology, family and consumer sciences, manufacturing, and industrial automation and pre-engineering. DEPCO's products and services include career exploration modules, classroom management, electronics, industrial maintenance, mobile training solutions, laser engravers, mechatronic systems, and robotics; and safe cabinets, CAD and gaming software, 3D printing, and furniture; in-service training; and instructor training for professional development.

Since 1982, DEPCO has successfully furnished thousands of schools, community centers, and organizations all over North America with curriculum, software and equipment designed to suit their individual learning needs. DEPCO's approach to educating today's youth stands to revolutionize the education environment by offering engaging curricula that takes the intimidation and confusion out of the learning for both students and instructors.

GenYES

GenYES is the only student-centered research-based solution for school-wide technology integration. Students work with teachers to design technology-infused lessons and provide tech support. GenYES students learn life-long technology and leadership skills and teachers benefit from on-site, sustainable technology integration support.

GenYES Offers:

- **Proven Results** - The GenYES model has been implemented in over 1,200 schools for 13 years in 47 states and around the world--and continues to expand.
- **Exemplary Model** - The U.S. Department of Education's Expert Panel on Educational Technology rating - exemplary - the highest award given.
- **Supported by Scientific Research** - GenYES is one of the most well-researched educational technology programs in history. The Northwest Regional Education Laboratory (NWREL) has provided thirteen years of external evaluation.
- **Rigorous 21st Century Technology Curriculum** - GenYES students in grades 4 to 12 learn technology skills aligned to the ISTE NETS for Students. Students learn the latest technology used in schools, including Internet safety, blogs, video production, media literacy, web technology, podcasts, and more.
- **Online tools, curriculum and help desk** - Innovative resources for student projects and tech support for every GenYES school.
- **Reports** - customizable reports show GenYES impact on school technology at school, district or regional level.
- **Student Empowerment** - The GenYES model is the only model of technology support and professional development that involves students as equal partners.

Implementation of Researched Curriculum

Implementation of the selected curricular programs which best meets the needs of SeeWorth students will occur in years two and three and will be funded through federal, state, or local funds (for example state Department of Education alternative education funding).

SeeWorth SUPPLEMENTAL READING INTERVENTION TEACHER Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Reading Intervention Teacher is responsible for providing high-level literacy learning experiences to struggling readers and teaching the course of study prescribed by the instructional programs/materials in order to reach the SeeWorth SIG Smart Goals.

TYPICAL DUTIES

- Implement scientific-based reading research strategies to enable students to develop the competencies and skills to be successful readers.
- Provides individual and group instruction designed to meet individual needs and motivate students.
- Establishes and maintains standards of student control required to achieve effective participation in all activities.
- Evaluates academic growth of students and maintains appropriate records.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems.
- Perform other related duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, and (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject specific content area state certification exam. Five or more years of teaching experience desired. Reading Specialist certification or Master's Degree in Reading preferred.

ABILITIES

Consistently assess student achievement through screening, progress monitoring, diagnostic and outcome measures; Administer and interpret assessment data to determine adequate progress, determine those in need of supplemental or intensive intervention; Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school; Deep understanding of scientific-based reading research and evidence-based practices for teaching reading and assessing student progress toward achievement of benchmarks; Knowledge of research-based strategies in literacy; General knowledge of curriculum and instruction; Conduct Edperformance assessments, gather and assist in analyzing data, and write reports related to literacy; Create an atmosphere of trust and collaboration among staff to promote professional growth and accelerate the reading achievement of struggling readers.

SeeWorth SUPPLEMENTAL MATHEMATICS INTERVENTION TEACHER Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Mathematics Intervention Teacher is responsible for providing high-level mathematics learning experiences to struggling students and teaching the course of study prescribed by the instructional programs/materials in order to reach the SeeWorth SIG Smart Goals.

TYPICAL DUTIES

- Implement scientific-based mathematics research strategies to enable students to develop the competencies and skills to be successful.
- Provides individual and group instruction designed to meet individual needs and motivate students.
- Establishes and maintains standards of student control required to achieve effective participation in all activities.
- Evaluates academic growth of students and maintains appropriate records.
- Communicates with parents through a variety of means.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems.
- Perform other related duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, **and** (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject specific content area state certification exam. Five or more years of teaching experience desired. Mathematics certification or Master's Degree in Mathematics preferred.

ABILITIES

Consistently assess student achievement through screening, progress monitoring, diagnostic and outcome measures; Administer and interpret assessment data to determine adequate progress, determine those in need of supplemental or intensive intervention; Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school; Deep understanding of scientific-based mathematics research and evidence-based practices for teaching mathematics and assessing student progress toward achievement of benchmarks; Knowledge of research-based strategies in mathematics; General knowledge of curriculum and instruction; Conduct Edperformance assessments, gather and assist in analyzing data, and write reports related to mathematics; Create an atmosphere of trust and collaboration among staff to promote professional growth and accelerate the mathematics achievement of struggling students.

SeeWorth SUPPLEMENTAL STUDENT ATTENDANCE ADVOCATE

Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Student Attendance Advocate Develops activities which are designed to improve pupil attendance at school and which attempt to prevent or solve pupil problems involving the home, the school, and the community. Working under general supervision of the assistant principal, the Student Attendance Advocate assists with the student attendance program by contacting parents or guardians to verify student absences, preparing student absences for assistant principal's review and performing follow-up activities, making phone contacts to parents and students, and making home visits when necessary.

TYPICAL DUTIES

- Assist with student attendance related issues, problems, and concerns.
- Initiate contact and maintain ongoing supervision with students having attendance problems and follow-up with parents.
- Make daily phone contact with parents and students who are absent.
- Meet with students to discuss attendance issues.
- Coordinate District activities with law enforcement agencies as required.
- Provide education awareness to students and/or parents with the primary focus on attendance, drug involvement and gang awareness.
- Maintain contact with community agencies and law enforcement agencies, making referrals for specialized services as required by the site administrator.
- Meet with the Assistant Principal to identify students having attendance problems and discuss concerns and resolutions.
- Provide positive reinforcement to students who improve attendance.
- Meet with parents and students to explain and sign attendance contract.
- Perform follow up contacts with parent or guardian by making home visits.
- Maintain necessary records and data, prepare and process written materials and documents for the purpose of disseminating information regarding student attendance.
- Perform other related duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for a Title I paraprofessional. A typical qualifying background would include (1) a secondary school diploma or its recognized equivalent, and (2) must have (a) Completed two years of study at an institution of higher education; or (b) Obtained an associate's (or higher) degree; or (c) Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Must also be knowledgeable about current principles, practices, and techniques related to Student Attendance issues and challenges; Oklahoma attendance laws and State Board regulations; SeeWorth policies and procedures; legal mandates, policies, regulations, and guidelines pertaining to student attendance; telephone procedures, techniques, and etiquette in possible negative telephone situations; modern office practices and procedures, and the use of computer terminals and data entry equipment.

ABILITIES

Plan, organize, and complete professional level responsibilities independently. Communicate effectively, orally and in writing, with all socioeconomic levels, understanding cultural differences and language barriers. Learn methods, regulations, and guidelines regarding student attendance verification. Collect, objectively analyze and present data; and prepare sound recommendations and reports. Write clearly and concisely and prepare comprehensive reports. Speak clearly and concisely and make presentations to small and large groups. Meet schedules and time lines.

SeeWorth SUPPLEMENTAL TURNAROUND OFFICER Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Turnaround Officer will oversee the implementation and ensure the implementation of the transformation model as part of the 1003g Grant. The Turnaround Officer supports key stakeholder efforts to diagnose, plan and implement comprehensive school improvement strategies that dramatically increase the achievement of all students via technical assistance, coordination of SeeWorth resources and support, collection and dissemination of best practices, and the reporting and analysis of Smart Goals to ensure data and analysis driven improvement. The Turnaround Officer shall have proven success in school improvement.

TYPICAL DUTIES

- Serve as the OSDE Point of Contact for all SIG related activities.
- Develop strategy and clear, specific, and ambitious performance measures for supporting SeeWorth's Transformation Program and operational priorities that are translated into work goals for SeeWorth stakeholders engaged in school turnaround efforts.
- Track and assess the effectiveness of SeeWorth's Transformation Program implementation on a frequent basis, but no less than monthly, through the implementation of a comprehensive reporting process that includes data analysis of SeeWorth's Performance Indicators and formal and informal site reviews and discussion with SeeWorth stakeholders.
- Help manage the analysis of data and the presentation of progress of data-driven initiatives using the approved reporting package and SeeWorth's Performance Indicators; communicate progress to SeeWorth stakeholders groups and incorporate their input.
- Determines resource needs for program and school success within the context of the Turnaround/Transformation Office Vision. Facilitates the achievement of objectives by established deadlines and within budget.
- Anticipate, identify, and resolve complex obstacles to ensure success of the overall school turnaround program, as well as school-specific initiatives.
- Leverage the existing strategic and operational plans as tools for monitoring performance to ensure improved student achievement by providing direct support related to goals, objectives, and targets outlined in the plans and ensures reporting and follow-up mechanisms are in place to guide achievement of goals.
- Collaborate with key stakeholders to inform all Strategic and Operational Planning and ensure implementation of action items through the use of project management software and techniques.
- Interview and survey other colleagues and SIG teams to determine benchmarking and opportunities for improvement, research specific issues and develop detailed recommendations and implementation plans to resolve.
- Build relationships and liaise with various internal departments to drive collaboration and project success; interact with and respond effectively to urgent requests from multiple internal and external SeeWorth stakeholders.
- Support and carry out SeeWorth's mission to close the achievement gap.

- Reviews and discuss the SeeWorth's SMART goals articulated in its SIG plan and uses data to assess whether the school is on track with student achievement goals.
- Perform other duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status for the State of Oklahoma. A typical qualifying background would include (a) a bachelor's degree, **and** (b) 24 subject hours in the core content area from an accredited university; or (c) passed the subject specific content area state certification exam.

ABILITIES

Ability to demonstrate that the candidate is an education professional with strong leadership skills. Ability to work cooperatively and collaboratively with others. Excellent interpersonal skills. Ability to communicate effectively both verbally and in written form. Experience analyzing data to facilitate and support decision-making. Ability to demonstrate effective teaching and learning practices. Possess excellent planning, goal setting, coordinating, and decision-making skills to facilitate and lead change initiatives and embrace innovation. Ability to effectively engage parents, teachers and community.

SeeWorth SUPPLEMENTAL DATA COORDINATOR

Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Data Coordinator Specialist shall perform technical duties in support of SeeWorth's student testing program; assure that tests are analyzed and reported according to established procedures and time lines; compile test scores and data for special reports and statistical analysis; develop queries to gather and extract data and to generate reports; perform a variety of tasks that support instructors and daily instruction in the classrooms and the supplemental enrichment classrooms.

TYPICAL DUTIES

- Perform responsible and technical duties related to SeeWorth's SIG testing program;
- Assist the SeeWorth Principal, Turnaround Officer, and the Testing Coordinator in the coordination, preparation, distribution, collection and scoring of numerous tests.
- Prepare, type and distribute testing flow charts and schedules of tests to be administered; compile, print and distribute test rosters and labels for faculty and students as appropriate; arrange for printing of tests as needed.
- Create detailed tables and graphs for all testing results.
- Receive and separate tests results by teacher; arrange and store test results and compose memos to accompany test results; assure the confidentiality of test scores as appropriate; distribute memos and attachments according to established procedures.
- Compile test scores and statistical data for research or inclusion in special reports; research and record School Report Card testing data and prepare related reports; develop queries to gather and extract data and to generate reports.
- Research and record testing data for reports; type report and transmit to the Director, Principal, Turnaround Officer, Assistant Principal, and Testing Coordinator.
- Receive test results and prepare in-house reports of test results; distribute to the Director, Principal, Turnaround Officer, Assistant Principal, and Testing Coordinator.
- Follow-up on issues of missing data and hand score tests to complete testing results for test coordinator.
- Interpret rules, regulations and procedures related to the testing program; remain current on State, Federal and individualized test requirements; assure compliance with established regulations and time lines.
- Create and maintain up-to-date public assessment information area for dissemination to SeeWorth teachers.
- Input data into SeeWorth's database files, including individual student test results when indicated.
- Work with instructors, the Principal and the Curriculum Director or modify curriculum, instructional strategies and classroom embedded assessments to assist with the academic success of students.
- Operate office equipment including a computer, terminal, typewriter, and copier; operate various software applications to store and retrieve data.

EDUCATIONAL REQUIREMENT

The successful candidate shall meet the highly qualified status as an instructor. A typical qualifying background would include (1) a secondary school diploma or its recognized equivalent, and (2) must have (a) Completed two years of study at an institution of higher education; or (b) Obtained an associate's (or higher) degree; or (c) Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

ABILITIES

Ability to plan, organize, schedule and perform technical duties in support of SeeWorth's SIG testing program; compile and prepare statistical test data for special reports and summaries; develop queries to gather and extract data and to generate reports; provide lead direction to assigned clerical staff; work independently with little direction;

learn and interpret rules and regulations related to testing programs; operate a variety of office equipment including a computer equipment; communicate effectively both orally and in writing; establish and maintain effective working relationships with others; analyze situations accurately and adopt an effective course of action; meet schedules and time lines; work confidentially with discretion; and use personal computer to input, analyze, and make graphic presentations.

SeeWorth SUPPLEMENTAL BUS DRIVER Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Bus Driver shall be responsible in the safe operation of light and heavy school buses in transporting students to and from SeeWorth Academy.

TYPICAL DUTIES

- Transports students to and from school, following a preplanned route according to a definite time schedule;
- Regulates heating equipment and ventilation of bus for comfort of passengers;
- Drives bus carefully and in compliance with traffic regulations;
- Assumes responsibility for the safety of school children in loading, unloading and transporting them to and from school;
- Instructs children in safety precautions and practices;
- Signals children when to cross street or highway and assures that children are safely across upon departure from bus;
- Maintains discipline; reports unruly behavior to SeeWorth principal;
- Inspects and sweeps bus;
- Checks water, gas, oil and mechanical condition daily as required by Oklahoma Statutes;
- Reports delays and accidents;
- Keeps operational records and makes simple reports;
- Reports defects or problems with vehicle to Transportation Director;
- Assists Transportation Director to ensure that bus meets regular maintenance schedules;
- Performs other related duties as assigned.

EDUCATIONAL REQUIREMENT

Graduation from high school or completion of GED. Completion of first aid and bus driver training. Training on highway safety rules and regulations.

Additional Requirement: Oklahoma Class A or B Commercial Driver's License (CDL) and Oklahoma State Bus Driver Certificate. Good driving record. Must pass an annual ODOT physical examination.

ABILITIES

Knowledge of traffic and highway safety rules and regulations, and of the precautions necessary to avoid accidents. Ability to operate a bus in a safe and economical manner. Ability to understand and carry out instructions and to perform work requiring good physical condition. Ability to relate to students, parents and school system personnel. Ability to complete various forms and records, including updated route sheets, time sheets, field trip forms, incident and accident reports, etceteras.

SeeWorth SUPPLEMENTAL COUNSELOR Job Description

JOB SUMMARY

This is a supplemental position funded by a School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). The Counselor will help all students develop skills in the areas of personal/social growth, educational planning, and career and vocational development.

TYPICAL DUTIES

- Responsible for student scheduling;
- Provides direct support service to individual students, small groups, and classrooms;
- Completes assessments, referrals, and counseling with students and families;
- Oversees implementation of SeeWorth's SIG supplemental counseling program;
- Consults with other professional staff and outside agencies and other organizations;
- Completes home visits and assessments;
- Develops and maintains family outreach programs and community partnerships;
- Serves as a member of the family support team and other school based teams;
- Completes written reports as needed or as requested by the Director, Principal, or Turnaround Officer;
- Provide direct daily service to students;
- Completes reports as required by Federal, State and local agencies;
- Conduct professional development workshop on successful research-based strategies for at-risk students;
- Interview students and families;
- Make oral presentations of assessments, diagnostics, home visits, and observations;
- Perform other duties as assigned.

EDUCATIONAL REQUIREMENT

The successful candidate shall hold a Masters degree in a field of social services and/or a valid Oklahoma counseling certification. LPC preferred.

ABILITIES

Provides support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences. Additional responsibilities include student scheduling, reviewing coursework to ensure that students are enrolled in proper remedial courses, maintaining individual student Education Plans, etc.