

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

SCHOOL SECTION

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

School Name: Shidler Elementary Address: 1415 South Byers Oklahoma City, Oklahoma 73125		SIG Site Contact Name & Position: Dr. Linda Ware-Toure, Executive Director Office of School Turnaround Phone Number: 405-587-0293 Email Address: lwtoure@okcps.org	
Grade levels enrolled (SY11-12): Pre-Kindergarten through 5th Grade		Number of Students Enrolled (SY11-12): 340	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School			
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation Shidler Elementary has been identified as a C3 school.			
Amount the LEA is requesting from FY2009 reallocated SIG 1003(g) funds School Improvement Funds for the next three years.			
Year 1: SY 2012-13		\$557,374.58	
Year 2: SY 2013-14		\$557,374.58	
Year 3: SY 2014-15		\$557,374.58	
Total Amount of Funding Requested for this School		\$1,672,123.74	

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 Priority schools.

In November 2011, as a part of the Oklahoma State Department of Education’s (OSDE) Elementary and Secondary Education Act (ESEA) Flexibility Request Shidler Elementary was identified as a Priority School. In January 2012, as part of the District/School Capacity Determination (DCD) Application process requested under the OSDE’s ESEA Flexibility Request, Shidler Elementary conducted a comprehensive needs assessment.

In addition to the above mentioned needs assessment Shidler Elementary is continuously assessing the needs of the teachers and students through quarterly data reviews and the annual needs assessment conducted in the spring of each year for the following school year. The leadership team at Shidler Elementary is currently assessing the latest data available and will be using the WISE Planning Tool. The leadership team consisted of Mr. Steve Johnson, principal, several staff members, and a parent. The leadership team has assessed the needs of the school according to Oklahoma’s Nine Essential Elements and is entering those assessments into the WISE Planning Tool. Additionally, the team analyzed multiple forms of data including OCCT scores for the past two years, 2011-2012 benchmark scores, 2011-2012 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores, WIDA scores, demographic information, attendance rates, mobility rates, free/reduced lunch count, and School Support Team reports.

At the beginning of the 2011-2012 school year Shidler Elementary was identified in Year 2 of school improvement. The leadership team at Shidler reviewed the Adequate Yearly Progress (AYP) status of previous years into consideration when determining action steps for the model. According to the 2011 Oklahoma School Accountability Data Report dated October 20, 2011, Shidler Elementary had a total Academic Performance Index (API) of 722 and the school did not make AYP in mathematics or reading for several subgroups.

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

The results of the district and school needs assessments informed all aspects of the SIG application from choosing a model to creating specific action steps.

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)
2011-2012 Quarterly Benchmark Assessments (November, January, April)	WISE Planning Tool	Attendance

2011-2012 DIBELS Assessments	Organizational Health Inventory	Free/Reduced Lunch Count
2011-2012 WIDA Assessments	2011-2012 School Support Team Reports	English Language Learner (ELL) Information
2010-2011 OCCT Scores for Reading and Mathematics	Focus Walks and Classroom Observations	Special Education Participation
2009-2010 OCCT Scores for Reading and Mathematics	Staff Meeting Minutes	OKCPS Statistical Profile for 2010-2011
2009-2010 No Child Left Behind Report Card		School and Teacher Attendance, Mobility, and Attrition Rates
2008-2009 No Child Left Behind Report Card		Enrollment counts and subgroup percentages

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

Name	Title	Stakeholder Group
Mr. Steve Johnson Ms. Chelsea Anzures Ms. Da'Ce Beaty Ms. Tonya Brackeen Ms. Belinda Carrasco Ms. Lori Gallo Ms. Becky Gilbert Ms. Angelica Ortega Ms. Rosa Reyes Ms. Katherine Pearson	Principal Teacher Teacher Instructional Facilitator Teacher Teacher Teacher Financial Secretary Parent Teacher	Shidler Leadership Team
Mr. Karl Springer Ms. Sandra Park Ms. Cindy Schmidt Ms. DeAnn Davis Ms. Pat Watson-Hunt Mr. Chuck Tompkins Ms. Terry Fraley Dr. George Kimball Mr. Teri Bell Mr. Chris Berry Dr. Linda Ware-Toure	District Superintendent Deputy Superintendent Chief Academic Officer Executive Director of Elementary Associate Director of Elementary Reform Interim Executive Director of Human Capital Executive Director of Federal Programs Chief Information Officer Executive Director of Student Services Director of Language and Cultural Services Executive Director of School Turnaround	District Leadership Team
Mr. Ed Allen Ms. Jana Flanikew	President Field Representative	American Federation of Teachers – Oklahoma City (AFT)

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

OKCPS began the needs assessment process for the current SIG competition in January 2012 as a part of the DCD application process. In January, OKCPS held a series of meetings with various stakeholder groups to share information, solicit feedback, and provide intensive technical assistance and support. OKCPS and Shidler Elementary began the SIG application upon announcement of the competition on March 27, 2012. These meetings that were held are listed in the chart below.

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

OKCPS used data provided by the Planning Research and Evaluation (PRE) department to conduct a comprehensive needs assessment for the district and Shidler Elementary. Data used in this assessment included OCCT data for three years, Manpower Staffing Reports, NCLB Report Cards, Organizational Health Inventories, attendance data, mobility data, OKCPS strategic plan initiatives, school and community feedback, and demographics. OKCPS began the needs assessment process for the FY2011 SIG competition in January 2012. During this month, OKCPS held a series of meetings with various stakeholder groups to share information, solicit feedback, and provide intensive technical assistance and support.

District and school personnel collaborated using the information from the DCD as well as the WISE Planning Tool and the district quarterly reports to conduct a comprehensive needs assessment that identified the strengths, weaknesses, and areas of critical need. The summary of the results of this needs assessment are provided in the chart below.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data.</p>	<p><u>Demographics</u> The school profile shows that the student population at Shidler Elementary is predominantly Hispanic. The composition is 90% Hispanic, 6% African American, 2% Caucasian, and 2% Native American. According to the October 2011 report, the free/reduced lunch percentage for Shidler Elementary is 100%. According to the 2011 Oklahoma School Accountability Data Report the attendance rate is 95%. According to the 2010-2011 Statistical Profile, 65% of students at Shidler are English Language Learners (ELLs). The staff at Shidler Elementary is 100% highly qualified, and according to the 2009-2010 NCLB Report Card 33% of staff possess an advanced degree. Shidler Elementary was identified as a Year 2 School Improvement site earlier in the 2011-2012 school year and is currently listed as a Priority School.</p> <p><u>Enrollment</u> Enrollment at Shidler Elementary increased from 2007-2008 to 2009-2010 then decreased in 2010-2011 and 2011-2012. In 2007-2008, there were 280 students enrolled. That number increased to 305 in 2008-2009, 348 in 2009-2010. Enrollment decreased to 328 in 2010-2011 and then increased slightly to 337 in 2011-2012. The Hispanic subgroup has increased from 77.9% (2007-2008) to 89.9% (2010-2011). The White, African American and Native American subgroups have decreased, while the Multi-Racial subgroup has increased slightly. The number of students identified as ELL has remained steady while the number of students on an IEP decreased. The number of students receiving free and reduced lunch has increased since 2006-2007.</p> <p><u>Attendance</u> The attendance rate for Shidler Elementary has increased overall since 2006. In 2006, the attendance rate was 92.6% and by 2009, that number had grown to 95%. In the years of 2010 and 2011, the attendance rate has increased from 94.1% (2010) to 95% (2011). The attendance rate for Shidler Elementary has been above district average since 2006.</p> <p><u>Behavior</u> At Shidler Elementary, the number of suspensions has fluctuated since the 2006-2007 school year. In that year, the suspension rate was 24 students or 8.2% of the population. In 2009-2010 the school reported 19 suspensions. By 2010-2011 the number of suspensions had risen to 27 or 8.2% of the population.</p>

	<p><u>Mobility</u> At Shidler Elementary, the mobility rate has decreased in the last several years with a high of 45.5% in the 2007-2008 school year and a low of 28.6% in the 2010-2011 school year. From 2007-2009 the mobility rate for Shidler Elementary was higher than the district average mobility for elementary schools which has been between 35.3% (2006-2007) and 35.7% (2010-2011). Since 2010 the mobility rate for Shidler Elementary has dropped below the district average.</p> <p><u>Achievement</u> According to the 2011 Oklahoma School Accountability Data Report the total API for Shidler Elementary is 722.</p> <p>Reading The API for reading/language arts at Shidler Elementary increased from 2006-2008 and decreased overall from 2009 to 2011. Prior to 2009 the API was 198 (2006), 333 (2007), and 637 (2008). In 2009, the API peaked at 1027. The API decreased to 862 in 2010 after scores were reset by the State Department of Education. The API for 2011 decreased to 748.</p> <p>Mathematics The API for mathematics at Shidler Elementary increased from 2006-2008, but decreased in 2009. Prior to 2009 the API was 604 (2006), 697 (2007), and 997 (2008). The score peaked at 1132 in 2009 and decreased to 1006 in 2010 after scores were reset by the State Department of Education. The API for 2011 decreased to 952.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>Shidler Elementary aligns the curriculum with the Oklahoma C3 Standards (formally the Priority Academic Student Skills (PASS)). In addition to the Oklahoma C3 Standards, Shidler utilizes the district’s curriculum pacing guide. Curriculum development and elimination of gaps and overlaps occurs in the vertical and horizontal team meetings. Additionally, all teachers use the Core Knowledge program to provide students with the foundational knowledge necessary for success. Administrators and teachers have received training in the Great Expectations program. The focus of the Great Expectations program is on the overall learning climate. The principal, instructional facilitator and the site leadership team ensure that the classroom instruction is aligned to district curriculum expectations. The principal and instructional facilitator monitors all classroom instruction through classroom walkthroughs, classroom formative observations, grade level team meetings and site leadership team meetings. Also, teachers are required to post the learning objectives in their classrooms and to include the objectives in their weekly lesson plans.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>In accordance with OKCPS policy the staff at Shidler Elementary administers benchmark assessments quarterly. In addition to the benchmark assessments, Shidler also administers the DIBELS assessments (nine times per year) and the Gates-MacGinitie (once in the Fall and once in the Spring). Staff at Shidler Elementary work closely with the instructional facilitator to disaggregate data after the</p>

	<p>benchmarks and identify students that did not meet proficiency and skills that were not mastered by a majority of students. Remediation and re-teaching occur based on these results. Teachers at Shidler also administer pre and post common classroom mini-assessments on a weekly basis. Once the staff has analyzed the data the following interventions are available –</p> <p>Remedial Specialist – works with small groups of students on specific areas that require re-teaching or remediation.</p> <p>Intersession Classes – will be provided to students who need targeted assistance in reading and mathematics.</p> <p>After School Tutoring – will be provided to students who need targeted assistance in reading and mathematics.</p> <p>Peer Tutoring – students assisting other students in classroom group activities.</p> <p>Instructional Small Group Activities – Activities designed by the teacher where a small group of students works collaboratively on a project or assignment.</p> <p>Volunteer Mentors/Tutors – One hundred students are given reading support one hour per week by an adult mentor/tutor.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>In 2011-2012, all schools in OKCPS adopted a continuous learning calendar that included intersession classes during fall, winter and spring breaks, and the district added an additional twenty (20) minutes of instructional time to each school day. Shidler Elementary implements these district initiatives as well as additional extended learning opportunities. Shidler Elementary also uses Title I and School Improvement funds to provide after school tutoring for students. After school tutoring is available for students who have failed benchmarks or have scored limited knowledge or unsatisfactory on the OCCT.</p> <p>During the school day, Shidler Elementary provides one remedial specialist and two paraprofessionals to meet the needs of the lowest performing students. Two English Language Learners (ELL) teachers are also utilized to assist the ELL population. In addition to the supplemental personnel the following strategies are used –</p> <p>Centers – At grades Pre-kindergarten through 4th Grade, thirty (30) to forty-five (45) minutes per day is set aside for Center Time. Centers are five to seven different areas in the classroom focused on various parts of the curriculum, such as, writing, reading, listening, science, and social studies. One center is located at the Teacher Table. At the Teacher Table the teacher works with a small group of students on a specific skill in reading or mathematics that requires re-teaching or remediation.</p> <p>Study Island Computer Intervention Program – This program supports</p>

	<p>reading, mathematics, social studies and science and is leveled by skill. The students use this program during two forty minute sessions per week in the computer lab.</p> <p>Ticket To Read Computer Intervention Program – This program supports reading instruction and is leveled by skill. The students use this program during their two forty (40) minute sessions in the computer lab.</p> <p>Peer Coaching is in place to assist teachers in implementing successful instructional techniques. Currently, Shidler Elementary staff is provided with forty (40) minutes of collaboration time for teachers each day.</p> <p>Technology is available in classrooms and Title I funds are used to purchase new instructional technology for teachers. However, more training is needed for teachers to use the technology effectively.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>Shidler Elementary has a school-wide discipline plan that all teachers follow. The plan is based on the tenets of the Great Expectations program. The school district’s Student Code of Conduct is followed for all discipline issues that cannot be resolved using the school’s discipline plan. Shidler Elementary school has a counselor one day per week. The school has a guidance and counseling plan in place. The counselor conducts private sessions with students who are having emotional or social issues. The counselor also meets with students by class to provide guidance activities. Counselors from outside agencies also meet with contracted students periodically. Shidler Elementary also has a nurse on site one day per week. The nurse provides referrals to healthcare providers, vision and hearing screenings, and support for students with health issues.</p> <p>Teachers at Shidler Elementary have been provided staff development in respecting diversity by addressing students’ needs in the classroom, making the learning environment safe, and providing appropriate instruction to all students. All teachers have received training in Great Expectations. The program equips teachers with the skills needed to create an atmosphere where students are inspired to pursue academic excellence. The PLCs meet on a weekly basis to discuss current progress, develop discipline plans, and meet with students and/or parents as needed.</p> <p>Shidler Elementary provides weekly, monthly and quarterly awards, certificates and tags to promote good behavior. Positive notes will be sent home with students and phone calls will also be made to the student’s home. Great Expectations also encourages students to respect and support each other.</p>
<p>Student, Family, and Community Support: Includes communication methods and including</p>	<p>Shidler Elementary recognizes that family and community involvement is an area where the school needs assistance. According to the 2010-2011 Statistical Profile the school did not have any PTA members. The school did have a significant number (501) of parents attending Open</p>

<p>parents as partners.</p>	<p>House and Parent Teacher Conference Day (728). Shidler Elementary has a resource room for parents. Computers are provided in the resource room for parents to access SmartWeb. Information is shared with parents and the community through multiple methods including written notes in English and Spanish, AlertNow calls in English and Spanish, web site, school marquee, and School Connect. Every month, beginning in September of 2011, the school has a Parent Reading Night. At this event, parents and their children, read library books with their teachers. The school has a monthly Smart Start activity in the school library. At this event, parents and their non-school-aged children, participate in pre-reading games and read books. The parents are provided free books to take home. The school has an on-going relationship with Faith Works of the Inner City. This organization provides support to the Shidler school community through after school homework support, tutoring, parenting classes, English Second Language (ESL) classes, counseling services and by providing free uniforms and coats for students.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>Teachers at Shidler Elementary have ample opportunity for job-embedded professional development and have access to an onsite instructional facilitator. Title I funds are focused on professional development opportunities. Core Knowledge training is provided to equip all teachers with the strategies and content knowledge necessary to effectively teach students. Since approximately 65% of students at Shidler Elementary are English Language Learners (ELLs) the staff have also received training on the Sheltered Instruction Observation Protocol (SIOP). SIOP compliments Core Knowledge by making content information understandable to English Language Learners (ELLs). The staff at Shidler Elementary is regularly engaged in reading professional works. In the 2011-2012 school year the staff has read and studied <i>Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom</i> by Marcia Tate. As a part of continuing the Great Expectations model at Shidler Elementary the school has received nine days worth of on-site mentoring from a certified Great Expectations mentor. While not all teachers attend all professional development opportunities teachers that do attend trainings are expected to present at the weekly faculty meetings.</p>
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>Mr. Steve Johnson is the current principal at Shidler Elementary and has served in that capacity since the 2010-2011 school year. Prior to accepting the position he served as a classroom teacher, assistant principal and principal. Mr. Johnson shares leadership of Shidler Elementary by regularly consulting with both the site leadership team and Mr. Chuck Tompkins, Associate Director of Elementary Schools. The leadership team at Shidler Elementary involve school staff members, students, parents, guardians, family members and as many stakeholders as possible from the community, business and higher education organizations in the planning and decision making activities. Stakeholders will meet monthly to discuss school improvement issues</p>

	<p>and make recommendations to the school leadership team.</p> <p><i>Vision – We envision Shidler Elementary School to be a model for excellence in academics in which a student can reach his or her full potential becoming a socially and morally responsible citizen.</i></p> <p><i>Mission – Shidler Elementary School is a multicultural inner-city school that strives to enable each student to reach his or her maximum potential by providing the necessary problem solving tools and a quality education.</i></p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>Based on the results of the needs assessment Shidler Elementary’s leadership team has developed a plan that allocates all resources in alignment with the learning goals of the school. The allocation of funds are monitored by the leadership team and reported at weekly faculty meetings. Funds are tracked to ensure equitable distribution according to the school's priorities identified in the school’s plan and to ensure that all resources are utilized.</p> <p>In 2011-2012, in addition to the general fund allocation and activity funds Shidler Elementary received Title I funds (511) and Title I School Improvement Funds (515). With these funds, Shidler Elementary provided instructional support with two full-time teachers assistants and one remedial specialist; instructional technology for the classroom; professional development including Core Knowledge, SIOP Training, Great Expectations Mentoring, Early Childhood Conference, How to Teach Critical Thinking Skills, and book studies; materials and computers for the parent resource room; added resources to the library, and after school tutoring and remediation.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>At Shidler Elementary teachers receive forty (40) minutes per day of collaboration time. Once a week the teachers meet with the principal and the instructional facilitator to discuss the learning objectives for the week in reading and mathematics. Additionally, data is analyzed and instructional decisions are made. All meetings including leadership team and faculty meetings are structured around student progress and are documented by agendas and minutes. Shidler Elementary will continue to use WISE as a tool to sustain the focus and share accountability.</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

OKCPS district leadership held several meetings with appropriate stakeholders including Shidler leadership, AFT representatives, parents, and community members to determine the needs of Shidler Elementary. It was found in the needs assessment and in feedback from the meetings, that the Transformation Model would most benefit Shidler Elementary.

The current status of staffing and curriculum at Shidler Elementary was analyzed in the choice of model. On March 29, 2012, Shidler Elementary was identified as an Oklahoma C3 School. Shidler Elementary, OKCPS, and the State Department of Education will enter into a three-year partnership to provide the staff, students, parents, and community with a high level of support to ensure that progress is made. As an Oklahoma C3 School, Shidler Elementary will be implementing many of the required components of the Transformation Model. Shidler Elementary would be able to seamlessly integrate both the Transformation Model and the Oklahoma C3 School requirements during the same school years and the components of each would enhance the education for all students.

The Transformation Model also supports many of the identified areas of need. The Transformation Model supports implementing a rigorous and scientifically research based curriculum and Shidler Elementary is continuing to align the curriculum with the Oklahoma C3 Standards. Shidler Elementary is also implementing Core Knowledge and Great Expectations. The Transformation Model also supports high quality, job-embedded professional development which would allow all teachers at Shidler Elementary to receive the training necessary for effective instruction.

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 2012-2013: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 20% in 2011-2012 to 35% in 2012-2013.
Goal for 2013-2014: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 50% in 2012-2013 to 65% in 2013-2014.
Goal for 2014-2015: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 65% in 2013-2014 to 80% in 2014-2015.
<p>Rationale:</p> <p>According to the 2011 Oklahoma School Accountability Data Report dated October 20, 2011 the percent proficient (students scoring satisfactory and advanced) for the All Students group (Grades 3-5) at Shidler Elementary was 20%. However, Shidler Elementary has analyzed benchmark data and anticipates an increase in the students scoring satisfactory and advanced on the 2011-2012 OCCT in April 2012. Due to this increase, the goal of 35% in 2012-2013 will be attainable. Although the goals set by Shidler Elementary do not achieve 100% proficient by 2014-2015, the goals require significant growth over the next several years. The staff and community that support Shidler Elementary considers the goals for 2012, 2013, and 2014 attainable given the additional support, professional development, and resources through both the SIG and the partnership with Oklahoma C3 Schools.</p>
*Due to Oklahoma’s recent changes in the accountability system, OKCPS recognizes that once

the rules are approved revision of the SMART goals will be necessary.
SMART Mathematics Goals*
Goal for 2012-2013: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 26% in 2011-2012 to 40% in 2012-2013.
Goal for 2013-2014: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 55% in 2012-2013 to 70% in 2013-2014.
Goal for 2014-2015: The percent proficient for the All Students group (Grades 3-5) at Shidler Elementary will increase from 70% in 2013-2014 to 85% in 2014-2015.
Rationale: According to the 2011 Oklahoma School Accountability Data Report dated October 20, 2011 the percent proficient (students scoring satisfactory and advanced) for the All Students group (Grades 3-5) at Shidler Elementary was 26%. However, Shidler Elementary has analyzed benchmark data and anticipates an increase in the students scoring satisfactory and advanced on the 2011-2012 OCCT in April 2012. Due to this increase, the goal of 40% in 2012-2013 will be attainable. Although the goals set by Shidler Elementary do not achieve 100% proficient by 2014-2015, the goals require significant growth over the next several years. The staff and community that support Shidler Elementary considers the goals for 2012, 2013, and 2014 attainable given the additional support, professional development, and resources through both the SIG and the partnership with Oklahoma C3 Schools.
*Due to Oklahoma’s recent changes in the accountability system, OKCPS recognizes that once the rules are approved revision of the SMART goals will be necessary.

SMART Graduation Rate Goals
Goal for 2012-2013: Shidler is an elementary school.
Goal for 2013-2014: Shidler is an elementary school.
Goal for 2014-2015: Shidler is an elementary school.
Rationale:

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Title I Remedial Teacher provides additional learning time for students in need of remediation. • Paraprofessionals are hired to provide supplemental instructional support to highly qualified teachers. • Supplemental Instructional Materials including Everyday Counts, Core Knowledge, and library books are provided for teachers to support students. • Stipends are provided for teachers of after school tutoring sessions to support students most

	<p>at-risk of failing to meet the state’s academic standards.</p> <ul style="list-style-type: none"> • Technology including digital projectors and Smart Boards were provided to enhance instruction. • Technology including computers for the parent resource area. • Stipends, registration, and travel were paid to teachers to attend professional development such as the Kindergarten Conference and First Grade Conference. • Stipends were paid to teachers to attend onsite professional development during non-contract time. The professional development included How to Teach Critical Thinking, Improving Math Instruction, Reading Intervention, Math Intervention, Core Knowledge, Professional Development Book Studies, and SIOP. • Stipends for teachers to provide intersession courses to students during the extended fall, winter, and spring breaks. • Stipends for teachers to host Reading Night activities with students and parents. • Supplemental Supplies were purchased to provide monthly Smart Start activities for parents in the community with younger children. The program encourages parents to read to their children.
Title II, Part A	<ul style="list-style-type: none"> • New Teacher Orientation is provided for all new teachers. • Principals’ Academy is provided once a month for principals, assistant principals and aspiring principals.
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) training is provided for teachers. • Paraprofessionals are hired to provide supplemental instructional support to highly qualified teachers. • ELL Teachers are hired to provide supplemental instructional support to highly qualified teachers.
Other Federal Resources <ul style="list-style-type: none"> • IDEA 	<ul style="list-style-type: none"> • Special Education services are provided as needed for identified students.
State Resources <ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Salaries for classroom teachers and administrators. • Curriculum required for core content and elective classes.

	<ul style="list-style-type: none"> • Comprehensive data system for providing formative and summative data.
Local Resources <ul style="list-style-type: none"> • Faith Works of the Inner City 	<ul style="list-style-type: none"> • After-School Services provided by Faith Works of the Inner City provides support to the Shidler school community through after school homework support, tutoring, parenting classes, English Second Language (ESL) classes, counseling services and by providing free uniforms and coats for students.

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.

Shidler Elementary will modify its policies and procedures to meet the requirements of the Transformation Model. Modifications will occur in the following areas.

Memorandum of Understanding

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

Staffing

OCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to Shidler Elementary without consent of the principal. Current staff will be provided an opportunity to transfer to another OKCPS site if they are unwilling or unable to meet the employment conditions of the School Improvement Grant. Shidler Elementary will use a structured interview process to hire staff to fill any available positions.

Teacher Evaluation System

In accordance with the requirements of the Transformation Model, a rigorous, transparent, and equitable Teacher Evaluation System will be implemented at Shidler Elementary. This evaluation system was developed by Douglass MS in collaboration with Marzano Research Laboratory as part of the FY2009 SIG.

Performance Incentive

Shidler Elementary does not currently offer performance incentives for academic goals. Modifications to the policies regarding incentives will be made to meet the requirements of the Transformation Model. Due to limited funding in the third round of SIG funding the performance incentive structure for academic goals at other existing SIG schools will not be implemented at Shidler Elementary. All Shidler Elementary certified staff members will receive an incentive for each year the school earns an A (\$3000), B (\$2000), or C (\$1000) on the A-F grading system during the three year availability of SIG funds.

Scheduling

Shidler Elementary will implement a continuous learning calendar for the 2012-2013 school year. Although students will receive the same amount of regular instruction time, the traditionally extended summer vacation is shortened and smaller, more frequent breaks are scheduled throughout the year. As part of the continuous learning calendar, intersession classes will be provided during the fall and winter for three full days each and spring will be five full days. Students who are identified as most at-risk of failing to meet state academic standards will have priority to attend.

In addition to the intersession classes, Shidler Elementary provides increased learning time for all students. Shidler Elementary has maintained the teacher contract day of 8:00 a.m. to 3:30 p.m., but as of September 12, 2011 instruction for students now begins at 8:20 a.m. (instead of 8:30 a.m.) and ends at 3:10 p.m. (instead of 3:00 p.m.). The additional minutes in the classroom is equivalent to adding seven instructional days to the total school year.

In addition to these district initiatives, Shidler Elementary will also implement an extended school year by adding thirteen (13) additional days of instruction during intersession breaks for all students and staff.

Collaboration Time

At least ninety (90) minutes of protected collaboration time is an additional Oklahoma requirement of the SIG competition. Shidler Elementary will continue its current practice of providing forty (40) minutes of collaboration time for teachers each day. This amounts to 200 minutes or 3.33 hours of protected collaboration time each week.

Professional Development

A five (5) day teacher academy and an additional five (5) days of professional development during the school year are additional Oklahoma requirements of the SIG application. To meet these requirements, Shidler Elementary will schedule a five (5) day teacher academy prior to the first day of school on Wednesday, August 1, 2012. Additionally, Shidler Elementary will include in its schedule a five (5) onsite professional development opportunities for staff.

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/ WISE plan includes goals and action steps that will sustain reform efforts.

In developing the school application, Shidler Elementary has taken sustainability of reform efforts into consideration and has addressed sustainability in all the required areas of the application.

Stakeholder Involvement

OKCPS and Shidler Elementary involved stakeholders in the process of developing the school SIG application and action plan. Meetings were that included representatives from the OKCPS district office, American Federation of Teachers, school staff, and parents.

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

Shidler Elementary will continue the efforts recommended by stakeholders through continuous communication and involvement of stakeholders throughout the duration of the SIG funds and beyond. Shidler Elementary plans to do this through a monthly newsletter, auto-dial calls, increased focus on PTA membership, and additional family/community meetings in neighborhood spaces such as churches.

WISE Planning and Coaching Tool

OKCPS has implemented the WISE Planning and Coaching Tool district-wide. All schools, regardless of SIG status are using the WISE Planning and Coaching Tool to develop schoolwide and/or school improvement plans. Shidler Elementary began its strategic planning process using the WISE Planning Tool and implemented the WISE Plan in the 2010-2011 school year. Additionally, Shidler Elementary will receive additional monitoring of and support for the WISE Plan from the Federal Programs Team at the OKCPS district central office. Because all schools in the district are using WISE, Shidler Elementary will sustain its efforts in strategic planning using the WISE Planning Tool for the duration of the SIG funds and beyond.

Formative and Summative Data

Shidler Elementary currently administers benchmark exams and conducts data reviews at least three times a year. These efforts will be continued for the duration of the SIG funds. Sustainability of these

efforts is supported by district policy. OKCPS extends the requirement to administer benchmark assessments and conduct data reviews to all schools in the district regardless of SIG status. Also, OKCPS supports the sustainability by providing access to and support of using data through the PRE department. As OKCPS has a culture of data-driven decisions at all school sites, the efforts required of SIG will have the support necessary to be sustained.

Funding Sources

OKCPS and Shidler Elementary considered financial sustainability of all proposed expenditures and actions included in this application. Shidler Elementary will leverage SIG funds to gain the maximum effect without incurring unsustainable costs after the funding period. As a result, the primary focus of the SIG funds at Shidler Elementary will be investing in human capital by building the capacity of the staff. As Shidler Elementary foresees a decrease in professional development in subsequent years, efforts can be sustained by current levels of Title I funding. Title I will also be available to sustain the intersession courses and some parent involvement activities. However, Shidler Elementary will also continue to pursue outside funding sources to sustain other strategies including parent and community collaboration and performance incentives.

Title I Schoolwide Plan

Because OKCPS uses the WISE Planning Tool for SIG plans and Title I schoolwide plans, the Title I Schoolwide Plan will support the sustainability of the SIG reforms. OKCPS requires one plan for SIG schools and works with sites to develop a plan that includes the approved actions in the SIG application and the Title I requirements. Because this process is currently in place and is supported at the district level, Shidler Elementary will be able to sustain SIG action steps through the Title I schoolwide plan.

Transition Plans

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

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

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

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

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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.

Shidler Elementary will not be requesting part of the Year 1 funds to support Pre-Implementation activities.
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SCHOOL ACTION PLAN

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

Name of School: Shidler Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>Mr. Steve Johnson was assigned to Shidler Elementary on July 16, 2010. Shidler Elementary began implementing several transformation initiatives during the 2010-2011 school year and expanded transformation initiative during the 2011-2012 school year. OKCPS plans to retain the current principal based on these qualities.</p> <p>However, OKCPS recognizes that as a C3 school, the principal is subject to a review by the State Director of C3 schools. According to the waiver, "The State Director of C3 schools shall review the performance of every principal, using established criteria, to determine if the principal; has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced." Given this requirement, OKCPS has developed the following plan to meet this component:</p> <p>Action Steps for Implementation:</p> <ol style="list-style-type: none"> 1. Meet with OSDE to discuss qualifications of current site principal. 2. C3 evaluates current site principal based on established criteria. 3. C3 and OKCPS will collaboratively determine if the 	<p>April 2012</p> <p>April 2012</p> <p>April - May 2012</p>	<p>OKCPS Superintendent and District Staff, OSDE</p> <p>State Director of C3 Schools</p> <p>OKCPS District Staff and</p>

Name of School: Shidler Elementary			
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>current site principal has the "skills, abilities, and leadership qualities" to lead the turnaround efforts of SIG and C3.</p> <p>4. Current site principal will begin implementation of the Turnaround Principles.</p> <p>Or</p> <p>4. C3 and OKCPS will collaboratively recruit and hire a principal to lead the turnaround efforts of SIG and C3.</p> <p>5. Continuously evaluate the site principal using the TLE model chosen by OKCPS to ensure effectiveness each year with the option of non-renewal of employment contract based on established performance targets.</p>	<p>July 2012</p> <p>June-July 2012</p> <p>July 2012-June 2015</p>	<p>State Director of C3</p> <p>OKCPS Office of School Turnaround</p> <p>OKCPS Human Capital Department and State Director of C3</p> <p>Executive Director of the Office of School Turnaround, State Director of C3</p>
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p>	<p>In accordance with Oklahoma State Law, OKCPS is in the process of adopting a Teacher and Leader Effectiveness Evaluation System (TLE) that includes components that align directly with this requirement of the Transformation Model. Oklahoma's TLE will include a five-tier rating system, annual evaluation, comprehensive remediation plans and coaching for teachers, and quantitative and qualitative assessment components. The State TLE commission narrowed the options for TLE systems to three, and OKCPS chose Marzano's Causal Teacher Evaluation Model.</p> <p>OKCPS, Douglass MS staff, and MRL developed a rigorous, transparent, and equitable evaluation system for teachers during the 2010-2011 school year as part of the application for FY2009 SIG funds. OKCPS will expand usage of that</p>		

Name of School: Shidler Elementary			
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)
b. Are designed and developed with teacher and principal involvement.	<p>system to its FY2011 SIG sites.</p> <ol style="list-style-type: none"> 1. OKCPS will adopt the evaluation system developed by Douglass MS and MRL in Shidler Elementary for the 2012-2013 school year. 2. The principal and staff will receive training on the new evaluation system. 3. Shidler Elementary staff will receive continued training from MRL during the implementation year of the evaluation system. 4. Shidler Elementary Staff and MRL will review the evaluation system and use information to develop professional development plans for 2012-2013. 5. The evaluation system will be used during the 2013-2014 and 2014-2015 school years <p>iObservation – OKCPS is currently in the process of training all schools to implement a new system that will collect and manage longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiates to individual learning needs for every teacher and leader to increase classroom effectiveness each year. The iObservation system will be used in the 2012-2013 school year with the current evaluation system used in the district.</p>	<p>May – June 2012</p> <p>July 2012</p> <p>August 2012-May 2013</p> <p>May-July 2013</p> <p>August 2013-June 2015</p> <p>August 2012</p>	<p>District Leadership Team</p> <p>District Leadership Team Staff</p> <p>Site Principal and District Leadership Team</p> <p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p>

Name of School: Shidler Elementary			
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>Due to limited funding available for the FY2011 SIG competition, OKCPS will not be able to implement the same definition of equitable performance pay for academic goals across all SIG schools from the FY2009 and FY2010 competitions that are implementing the same intervention model.</p> <p>Shidler Elementary will implement the Transformation Model, although the performance incentives will be different than those offered at F.D. Moon Academy, Douglass Middle School, Oklahoma Centennial Middle School and Oklahoma Centennial High School.</p> <p>The details for Shidler Elementary are as follows:</p> <p>All Shidler Elementary certified staff members will receive incentive pay for each year the school earns an A (\$3000), B (\$2000), or a C (\$1000) on the A-F grading system during the three year availability of SIG funds. Incentive pay will be prorated according to the full-time equivalency (FTE) designation for the position. Teachers who are not demonstrating proficiency with instructional strategies will be identified early and provided with intensive coaching.</p> <p>For each year of the SIG funds, OKCPS will implement the following action steps to ensure reliable data and efficient rewarding of performance pay:</p> <ol style="list-style-type: none"> 1. Meet with AFT representative to develop MOU regarding performance incentives. 2. OKCPS BOE Approval of MOU. 	<p>May 2013, May 2014 and May 2015</p> <p>July 2013, July 2014</p>	<p>District Leadership Team</p> <p>OKCPS BOE</p>

Name of School: Shidler Elementary			
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. Notify Shidler Elementary staff members of performance incentives.</p> <p>4. Determine amount of performance pay for each teacher eligible.</p> <p>5. Submit required paperwork to the Federal Programs Department for payment of performance incentives.</p>	<p>and July 2015 July 2013, July 2014 and July 2015</p> <p>August 2012-June 2015</p> <p>November 2013, November 2014, November 2015</p>	<p>Site Principal</p> <p>Site Principal</p> <p>Site Principal or Financial Secretary</p>
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the 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>	<p>Shidler Elementary will provide staff with ongoing, high quality, job-embedded professional development that is aligned to the needs assessment, the OKCPS strategic plan, and the requirements of the Transformation Model. Shidler Elementary recognizes that SIG is a three-year grant and has planned professional development to be a continuous process that ensures seamless integration of providers and addresses the areas most in need. The schedule is as follows:</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • Intensive focus on Core Knowledge and Great Expectations. • Intensive focus on Marzano's Building Academic Vocabulary and Classroom Management that Works • Begin training on Marzano's Art and Science of Teaching • Begin Technology Integration Training • Contract for SIOP Coach Services 	<p>July 2012- June 2013</p>	<p>Site Principal</p>

Name of School: Shidler Elementary			
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>Year 2 –</p> <ul style="list-style-type: none"> • Intensive Focus on Marzano’s Art and Science of Teaching • Continue Core Knowledge, Great Expectations, Technology Integration, and Classroom Management • Contract for SIOP Coach Services <p>Year 3 –</p> <ul style="list-style-type: none"> • Intensive Focus on Technology Integration • Continue Marzano, Core Knowledge, Great Expectations, and Classroom Management • Contract for SIOP Coach Services <p>For all professional development providers, the following steps will be taken to create a contract, determine effectiveness, and continue contracts for the next school year.</p> <ol style="list-style-type: none"> 1. Create contract for and seek OKCPS BOE Approval. 2. Schedule school year with provider. 3. Schedule a provider meeting to set expectations and ensure integration of all services. 4. Staff receive job-embedded professional development during school year. 5. Evaluate effectiveness of provider and services using staff survey. 	<p>July 2013-June 2014</p> <p>July 2014-June 2015</p> <p>July 2012, 2013, 2014</p> <p>August 2012, 2013, 2014</p> <p>On-going</p> <p>May 2012, 2013, 2014</p>	<p>Site Principal</p> <p>Site Principal</p> <p>Site Principal, Providers</p> <p>Site Principal, Providers</p> <p>Site Principal, Providers</p> <p>Site Principal, Shidler Staff</p>

Name of School: Shidler Elementary			
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>6. Determine professional development needs for the next school year.</p> <p>Marzano Research Laboratory - MRL will provide professional development in the Art and Science of Teaching, Building Academic Vocabulary, and effective use of the Evaluation System. Services will include development of a common language, use of data, student-teacher relationship building, instructional strategies, and formative assessments.</p> <p>Technology Integration - Shidler Elementary will work with Educational Technology Services (ETS) trainers to provide on-site, job embedded professional development on effective technology integration. This professional development will ensure the current technology investment at Shidler Elementary is used effectively and will support the teachers in the classroom. Services will include onsite training on aligning technology to curriculum, developing rigorous assignments, and creating a technology plan.</p> <p>Contract Services for SIOP Coaching - A qualified SIOP coach will be hired through a contract with the school site. The coach will provide training on SIOP, model SIOP strategies, coach teachers in the classroom, assist with data analysis of ELL related data, and meet with PLCs, administrators, and the Leadership Team to determine progress toward the required Language Instruction Program Delivery Plan and the effectiveness of the ELL strategies.</p> <p>Additional Oklahoma PD Requirements - Shidler Elementary will provide the required five (5) day teacher academy prior to the start of school to inform teachers of the</p>	<p>May 2012, 2013, 2014</p> <p>July 2012 – On-going</p> <p>July 2012 – On-going</p> <p>August 2012 – On-going</p>	<p>Site Leadership Team</p> <p>Site Principal Site Leadership Team</p> <p>Site Principal Site Leadership Team</p> <p>Site Principal Site Leadership Team</p>

Name of School: Shidler Elementary			
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>requirements of C3 and SIG. These five days will also be planned to support the identified professional development focus for the school year. Additionally, administrators and teachers (as applicable) will attend What Works in Schools, the Principals Leadership Academy, and any other State required professional development and incorporate the trainings into the larger plan for the school.</p> <p>1. Schedule five (5) day teacher academy for the week before school begins.</p> <p>2. Plan five (5) day teacher academy and develop agenda for five (5) day academy which will include explanation of SIG, Transformation Model, C3, school applications, school SMART goals, and ways teachers can support SIG and C3 reforms.</p> <p>Draft – Teacher Academy Agenda Day 1 - July 24, 2012 – SDE, AFT, Great Expectations Day 2 - July 25, 2012 – Professional Development Day 3 - July 26, 2012 – Professional Development Day 4 - July 30, 2012 – Professional Development Day 5 - July 31, 2012 – Professional Development</p> <p>The first three days of the five (5) day academy will be funded through SIG since the teachers will be off contract. The remaining two days will be funded by the district since the teachers will be on contract.</p> <p>3. Notify teachers of requirement of five (5) day academy and July date.</p>	<p>May 2012, 2013, 2014</p> <p>May 2012, 2013, 2014</p> <p>May 2012, 2013, 2014</p>	<p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p>

Name of School: Shidler Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>4. Evaluate five (5) day teacher academy.</p> <p>Shidler Elementary will also continue effective strategies from the 2011-2012 school year as listed below. These strategies align with the SIG application, but are not necessarily supported by SIG funds.</p> <p>Instructional Professional Development - Shidler Elementary will continue to reserve a portion of its Title I, Part A funds for professional development for strategies that align with the Transformation Model. Professional development funded by Title I will support MRL, or other strategies aligned to the Transformation Model including PLCs, differentiated instruction, student engagement, and classroom management.</p> <p>Core Knowledge – The Core Knowledge program provides the content and background information necessary for students at-risk of failing. All teachers have received training and during the 2012-2013 school year a new domain will be added each quarter. Currently, the Kindergarten – 1st Grade Listen and Learn kits have been implemented in the classrooms. The principal will use lesson plans and classrooms visits to ensure the program is implemented.</p> <p>Great Expectations –The Great Expectations program equips teachers with the skills needed to create an atmosphere where students are inspired to pursue academic excellence. All staff has been trained in the Great Expectations Methodology. In the 2011-2012 school year Shidler Elementary used Title I funds to receive nine (9) days of onsite Great Expectations mentorship. All staff members are implementing the</p>	<p>August 2012, 2013, 2014</p> <p>June 2012, June 2013, June 2014</p> <p>On-going</p> <p>On-going</p>	<p>Site Principal</p> <p>Site Principal Site Leadership Team</p> <p>Site Principal Executive Director of Elementary School and Reform</p> <p>Site Principal Executive Director of Elementary School and Reform</p>

Name of School: Shidler Elementary			
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)
	methodology at various levels. The principal will continue to perform classroom visits and provide feedback to increase the level of implementation for all teachers.		
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>In addition to the performance incentives described in requirement #3 of this application, Shidler Elementary will continue the following strategies for the duration of the SIG funds. These strategies are not necessarily supported with SIG funds.</p> <p>Teacher/Principal Recruitment - OKCPS makes every effort to recruit highly qualified and highly effective teachers and principals. The Human Capital department uses the district recruiting system, places ads on the CCOSA and OSSBA websites, and holds teacher fairs each year.</p> <p>New Teacher Induction - The OKCPS new teacher induction program will provide job-embedded professional development to assist new teachers in implementing instructional strategies and operational expectations of Shidler Elementary.</p> <p>Collaboration Time - At Shidler Elementary teachers receive forty (40) minutes per day of collaboration time. Once a week the teachers meet with the principal to discuss the learning objectives for the week in reading and mathematics. This amounts to 200 minutes or 3.33 hours of protected collaboration time each week.</p> <p>Foundation for Oklahoma City Public Schools - The Foundation for Oklahoma City Public Schools provides grant</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2012</p> <p>Ongoing</p>	<p>Principal, Human Capital Department</p> <p>Federal Programs Department</p> <p>Principal, Site Leadership Team</p> <p>Shidler Staff</p>

Name of School: Shidler Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	opportunities for teachers to implement innovative ideas in the classroom, pursue National Board Certification, and enter students in academic and artistic competitions. The Foundation also houses a Teacher Warehouse which provides free materials and teaching tools for OKCPS teachers.		
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.	<p>The Oklahoma City Public Schools (OKCPS) curriculum has been aligned and is currently aligned with the Oklahoma C3 Standards (formerly known as the Priority Academic Student Skills - PASS). OKCPS Pacing Guide addresses the Oklahoma C3 Standards at each grade level, PK-12. Updates are conducted on the Pacing Guides each school year to remain current with the revisions. These guides are provided for each content area teacher.</p> <p>Additionally, OKCPS is beginning the transition to Common Core State Standards (CCSS), and the Executive Director of Curriculum is leading the revision of the current pacing guides to reflect the CCSS. The new pacing guides will be provided to teachers and a cadre of district trainers will provide intensive assistance in the transition to the new pacing guides and instructional strategies related to the new standards.</p> <p>Strategic Plan - OKCPS has developed a strategic plan that supports using data and implementing a data-driven instructional program. As a result Shidler Elementary will continue the Great Expectations and Core Knowledge initiatives. This strategy aligns with the SIG application, but is not necessarily supported by SIG funds.</p> <p>Core Knowledge – The Core Knowledge program provides the content and background information necessary for</p>	<p>On-going</p> <p>On-going</p>	<p>District Leadership, Site Principal, Site Leadership Team</p> <p>District Leadership, Site</p>

Name of School: Shidler Elementary			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>students at-risk of failing. All teachers have received training and during the 2012-2013 school year a new domain will be added each quarter. Currently, the Kindergarten – 1st Grade Listen and Learn kits have been implemented in the classrooms. The principal will use lesson plans and classrooms visits to ensure the program is implemented.</p> <p>Great Expectations –The Great Expectations program equips teachers with the skills needed to create an atmosphere where students are inspired to pursue academic excellence. All staff has been trained in the Great Expectations Methodology. In the 2011-2012 school year Shidler Elementary used Title I funds to receive nine (9) days of onsite Great Expectations mentorship. All staff members are implementing the methodology at various levels. The principal will continue to perform classroom visits and provide feedback to increase the level of implementation for all teachers.</p>	On-going	<p>Principal, Site Leadership Team</p> <p>District Leadership, Site Principal, Site Leadership Team</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>Shidler Elementary has already begun the steps towards a data-driven school. For the three years of the SIG funds, Shidler Elementary will continue the successful strategies of district benchmarks and PLC data review. However, Shidler Elementary will strengthen its use of data by implementing new strategies as well. These include partnership with the SIG Data Coordinator and use of the Oklahoma Data Review Model. Shidler Elementary will continue to implement the following strategies -</p> <p>District Benchmark Assessments - OKCPS contracts with Riverside Publishing Company to provide EduSoft Comprehensive Benchmarks for all schools. The PRE Department creates three common benchmarks for the</p>	<p>Quarterly 2012-2013</p> <p>Quarterly 2013-2014</p> <p>Quarterly 2014-2015</p>	<p>Site Principal</p> <p>Executive Director of School Turnaround</p> <p>Site Leadership Team</p>

Name of School: Shidler Elementary			
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>elementary, middle, and secondary schools, and schools administer these benchmarks in the fall, winter, and early spring. The benchmarks are aligned with Oklahoma C3 Standards, and new for 2011-2012, they also include sample test questions aligned with CCSS. During the three years of SIG, Shidler Elementary will continue to administer benchmark exams to determine student proficiency rates and re-teach, as needed, to ensure all students meet the state performance benchmarks.</p> <p>PLC Teams Shidler Elementary staff review data in weekly PLC teams. Analysis of this data is used to identify students for remediation and skills that need to be re-taught for mastery. PLC data reviews are led by staff members. Agendas and minutes are kept for the meetings.</p> <p>Shidler Elementary will implement the following strategies to meet the requirements of the model -</p> <p>SIG Data Reviews - Shidler Elementary will collaborate with OSDE to provide at least three data reviews per school year to analyze data provided by Edusoft Benchmark Assessments. The school leadership team will attend the data reviews and take the information back to the staff in PLC meetings and monthly staff meetings. The results of these data reviews will inform instructional strategies and re-teaching of skills.</p> <ol style="list-style-type: none"> 1. Submit SIG Baseline Report to OSDE. 2. Maintain record of data required for SIG Status Report and SIG Data Review. 	<p>Quarterly 2012-2013 Quarterly 2013-2014 Quarterly 2014-2015</p> <p>Quarterly 2012-2013 Quarterly 2013-2014 Quarterly 2014-2015</p>	<p>Data Coordinator</p> <p>Site Principal Executive Director of School Turnaround Site Leadership Team Data Coordinator</p> <p>Site Principal Executive Director of School Turnaround Site Leadership Team Data Coordinator</p>

Name of School: Shidler Elementary			
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. Administer Quarter 1 Benchmark.</p> <p>4. Conduct Quarter 1 Data Review.</p> <p>5. Set goals for improvement for Quarter 2.</p> <p>6. Monitor goals for improvement in PLC teams and at monthly staff meetings.</p> <p>7. Administer Quarter 2 Benchmark.</p> <p>8. Conduct Quarter 2 Data Review.</p> <p>9. Set goals for improvement for Quarter 3.</p> <p>10. Monitor goals for improvement in PLC teams and monthly staff meeting</p> <p>11. Administer Quarter 3 Benchmark.</p> <p>12. Conduct Quarter 3 Data Review.</p> <p>13. Set goals for improvement before OCCT Tests.</p> <p>14. Monitor goals in PLC teams and monthly staff meetings.</p> <p>Data Coordinator - OKCPS has hired a Data Coordinator to work at the district level in the Office of School Turnaround. The Data Coordinator will assist the Executive Director of School Turnaround with the data collection and data reporting for each SIG school.</p>		

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8. Establish schedules and implement strategies that provide increased learning time.	<p>OKCPS believes strongly in the positive impact of extended learning time on student achievement. For this reason, OKCPS included "Extend the school day/year" as a goal in the OKCPS Strategic Plan. It is also the reason OKCPS adopted a continuous learning calendar in 2011-2012 and added 20 more minutes to the school day for all OKCPS schools. Additionally, OKCPS is currently in the research and development phase with the National Center on Time and Learning and the OKCPS community on a proposal to increase the school day and year by up to an additional 300 hours.</p> <p>Shidler Elementary will continue to implement the followings schedules to provide more instructional time for students -</p> <p>Increased Learning Time - In September 2011, OKCPS created a schedule that would not result in increased cost to the district and would maintain the current teacher contract day, but will provide increased instructional time for students. Shidler Elementary will implement the following schedule –</p> <p>Teacher Day – 8:00 a.m. – 3:30 p.m. Student Day – 8:20 a.m. – 3:10 p.m.</p> <p>This schedule adds an additional 20 minutes of instructional time per day. The additional minutes in the classroom is equivalent to adding seven instructional days to the total school year.</p> <p>Continuous Learning Calendar - Shidler Elementary will continue the Continuous Learning Calendar (CLC) in the</p>	<p>August 2012 –on-going</p> <p>August 2012 – on-</p>	<p>District Leadership Team</p> <p>Site Principal</p>

Name of School: Shidler Elementary			
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>2012-2013 school year. The calendar reorganizes the school year by dividing the traditional summer vacation into summer breaks throughout the school year. By shortening summer vacation, students, especially those from a lower socio-economic status, are likely to retain more information from year to year.</p> <p>In addition to the two schedules mentioned above Shidler Elementary will add additional days to the school year.</p> <p>Extended Learning Time - To meet this requirement of the Transformation Model Shidler Elementary will also implement an extended school year by adding thirteen (13) additional days of instruction during intersession breaks for all students and staff. All teachers and students will be scheduled to attend. The schedule will be as follows:</p> <ul style="list-style-type: none"> • Fall Break (October) - Schedule regular school days for the first five (5) days of Fall Break. • Winter Break (December) - Schedule regular school days for the first three (3) days of Winter Break. • Spring Break (March) - Schedule regular school days for the first five (5) days of Spring Break. 	<p>going</p> <p>August 2012 – May 2015</p>	<p>Site Principal, Shidler Staff</p>
9. Provide ongoing mechanisms for family and community engagement.	In April 2012, the OKCPS Board of Education adopted a new board policy that addresses this component of the Transformation Model. According to the policy, any school that receives a C or below on the A-F grading scale (although Shidler Elementary School has not received an official grade, as a Priority and C3 school, the policy would apply), the "school shall form an advisory committee to develop a		

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	<p>plan to help the school's students meet criteria outlined by the State...the committee will then choose strategies and interventions which are intended to assist the school in improving achievement." Due to this new policy, Shidler Elementary will have increased input and oversight from a community advisory committee on the strategies used in the school. This will ensure increased community engagement.</p> <p>Shidler Elementary will also continue to support the following strategies. These strategies align with the Transformation Model, but may not be fully funded with SIG funds.</p> <p>Faith Works of the Inner City Partnership - The school has an on-going relationship with Faith Works of the Inner City. This organization provides support to the Shidler school community through after school homework support, tutoring, parenting classes, English Second Language (ESL) classes, counseling services and by providing free uniforms and coats for students.</p> <p>Reading Nights - Shidler Elementary will host reading nights for students and parents. These classes will provide information to parents such as how to support student academic success at home.</p> <p>Parent Resource Room - Shidler Elementary currently has an onsite Parent Resource Room that houses computers, college/career information, and a food pantry. Shidler Elementary will continue to maintain the Parent Resource Room and provide access to parents.</p> <p>Newsletter - Shidler Elementary currently provides a</p>	<p>August 2012 – on-going</p> <p>August 2012 – on-going</p> <p>August 2012 – on-going</p> <p>August 2012 – on-</p>	<p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p>

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>newsletter to parents. Starting in the 2012-2013 school year, the newsletter will be sent to parents via postal mail and email, for those who have access. The newsletter will also be available in Spanish.</p> <p>Alert Now and School Connect – Shidler Elementary will continue the use of the Alert Now (automated phone calls) and School Connect (mobile application) systems to communicate with parents.</p> <p>Shidler Elementary will implement the following strategies to increased family and community engagement in the 2013-2015 school years.</p> <p>School Social Worker- Provides social work counseling to students and parents; provides psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic reevaluations; participates in case conferences involving cooperation with other student personnel workers, school personnel and community agencies; makes referral to public or private agencies with appropriate follow-up; serves as a liaison between school, family and community resources; serves as a source of information regarding community resources; maintains appropriate school records and provides written reports and communications; participation as a resource person in in-service training and planning; acts as a consultant to resolve problems concerning issuance of credits; evaluates transcripts; participates, as requested, in planning, implementation and follow-up phases of proficiency testing; participates in the Individual Education Plan (IEP) process as</p>	<p>going</p> <p>Ongoing</p> <p>August 2012 – May 2015</p>	<p>Site Principal</p> <p>Site Principal</p>

Name of School: Shidler Elementary			
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>required; performs other duties as assigned.</p> <p>Adult Literacy Classes – Shidler Elementary will partner with the Adult Education Office and Language and Cultural Services to offer thirty-six (36) classes over the course of the school year to promote programs that help parents get the basic skills they need to assist their children. The classes will focus on English Language Acquisition and will emphasize basic skills such as reading, writing, math, English language competency, and problem-solving.</p> <p>Community Meetings - Shidler Elementary will pursue partnerships with local non-profits, faith based groups. Transportation and childcare will be provided for parents in need of these services.</p>	<p>August 2012 – May 2015</p> <p>On-going</p>	<p>Site Principal</p> <p>Site Principal</p>
<p>10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>OKCPS will grant sufficient operational flexibility to Shidler Elementary to fully implement the Transformation Model.</p> <p>Staffing - New staff will not be assigned to Shidler Elementary without consent of the principal, and current staff will be provided opportunity to transfer to another OKCPS site if they are unwilling to meet the employment conditions of SIG. Shidler Elementary will implement a new teacher evaluation system which will include options for teachers not meeting performance standards including coaching by an AFT teacher consultant, or in the case of continuous failure to meet standards, an expedited dismissal process.</p> <p>Calendars/Time - Shidler Elementary’s principal will have the flexibility to design the master schedule to support the</p>	<p>July 2012</p> <p>July 2012-May2013 July 2013 – May 2014</p>	<p>Site Principal</p> <p>Site Principal, Site Leadership Team</p>

Name of School: Shidler Elementary			
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>Transformation model and ensure all teachers are highly qualified and highly effective for the assignment given.</p> <p>Budgeting - Shidler Elementary's principal and school leadership team have the flexibility to develop the Title I, Part A (511) and Priority School Improvement budgets in accordance with the comprehensive needs assessment conducted at the school site</p>	<p>July 2014- May 2015</p> <p>July 2012- May 2013</p>	<p>Site Principal, Site Leadership Team</p> <p>Site Principal, Site Leadership Team</p>
<p>11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Shidler Elementary will continue to receive all the current district assistance including, but not limited to support from the following offices:</p> <ol style="list-style-type: none"> 1. Office of School Turnaround 2. Office of Elementary School Reform 3. Federal Programs (Titles I, II, III) 4. Student Support Services 5. Information Technology 6. Planning, Research, and Evaluation <p>However, OKCPS also provides additional supports to schools receiving SIG funds. OKCPS has created an alternative governance structure for schools receiving SIG funds. Whereas most schools report to the Executive Directors of Elementary or Secondary School Reform, SIG schools report to the Executive Director of School Turnaround. Because the Executive Director of School Turnaround is assigned a smaller number of schools, the structure ensures SIG schools receive increased intensive support from the district. This support includes regular site visits, assistance with required administrative duties related to</p>	<p>On-going</p>	<p>Executive Director of School Turnaround</p>

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	SIG, additional resources, and assistance in removing barriers to SIG implementation.		
<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <p>1. Provide Supplemental Materials for the Selected Textbook Series 2. Remedial Specialist - Mathematics 3. Instructional Consultant – Peer Assistance Review (PAR)</p>	<p>Supplemental Instructional Materials - Upon selection of the ELL textbook series, Shilder Elementary will purchase supplemental instructional materials from the publisher to complement the textbook series and enhance the overall program for students identified as ELL.</p> <p>Remedial Specialist Mathematics - Shidler Elementary will hire a remedial specialist that specializes in mathematics to assist students who are at-risk of failing.</p> <p>Instructional Consultant – Peer Assistance Review (PAR) The Instructional Consultant will support regular, bilingual and special education teachers in rigorous standards-based teaching strategies, and the Oklahoma C3 Standards. The Instructional Consultant will devote 95% of his/her time directly working with teachers providing classroom-based demonstrations, collaborative and one-on-one interactions; facilitate teacher inquiry and related professional development. The Instructional Consultant will focus on enhancing teachers' ability to provide instruction that builds students' academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students' engagement in and ownership of their learning. Five percent (5%) or less will be</p>	<p>August 2012</p> <p>August 2012 – May 2015</p>	<p>Site Principal</p> <p>Site Principal</p>

Name of School: Shidler Elementary			
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)
	devoted to teacher's performance evaluation.		

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

BUDGET SECTION

LEA BUDGET NARRATIVE

An additional requirement of the Oklahoma SIG application is the establishment of an FTE for a district turnaround office or officer. OKCPS established an FTE for the Executive Director of School Turnaround in the 2011-2012 school year. OKCPS will continue to budget the salary benefits of this position. The salary will be coded back to the seven (7) sites that received SIG funds in the FY09, FY10, FY11 competitions.

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

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

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

SCHOOL BUDGET NARRATIVE

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

- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in a Priority 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.

Shidler Elementary will meet the additional Oklahoma requirements of the SIG application by budgeting for the following:

1. **Five (5) Day Teacher Academy** – Shidler Elementary has included in its budget funds for stipends and benefits to compensate the teachers for attending the five day academy. Additionally, funds have been budgeted for materials and supplies to support the academy.

Stipends - 24 teachers X 21 hours* (7 hours per day x 3 days) X \$20.00 per hour = \$10,080.00

Benefits - \$10,080.00 X 24% = \$2,419.20

Draft – Teacher Academy Agenda

Day 1 - July 24, 2012 – SDE, AFT, Great Expectations

Day 2 - July 25, 2012 – Professional Development

Day 3 - July 26, 2012 – Professional Development

Day 4 - July 30, 2012 – Professional Development

Day 5 - July 31, 2012 – Professional Development

*The first three days of the five (5) day academy will be funded through SIG since the teachers will be off contract. The remaining two days will be funded by the district since the teachers will be on contract. Administrators, including the principal, media specialist, and counselor will be on contract.

2. **New Teacher Academy** – Shidler Elementary has included in its budget funds for stipends and benefits for new teachers to attend a five (5) day academy if they are hired after the implementation of the model begins.

Stipends - 6 teachers X 35 hours (7 hours per day) X \$20.00 per hour = \$4,200.00

Benefits - \$4,200.00 X .24 = \$1,008.00

Please Note - No funds have been budgeted for the ninety (90) minutes of collaboration time as it is currently scheduled during the contract day.

Shidler Elementary has also budgeted for the following strategies to meet the requirements of the

Transformation Model.

1. **Performance Incentives** – All Shidler Elementary certified staff members will receive incentive pay for each year the school earns an A (\$3000), B (\$2000), or a C (\$1000) on the A-F grading system during the three year availability of SIG funds.

Incentive Pay - \$3000 X 24 teachers and 3 administrators (principal, media specialist, and counselor) = \$81,000.00

Benefits - \$81,000.00 X 24% = \$19,440.00

2. **Marzano Research Laboratory** – MRL will provide high-quality, job-embedded professional development to Shidler Elementary in the areas of The Art and Science of Teaching, Building Academic Vocabulary, Classroom Management and implementation of the Teacher Evaluation System. Funds will be budgeted each year for these services. Travel, consultant fees, and materials are included in the cost.

Training/Coaching by Marzano Research Laboratory (10 days) - \$55,000.00

3. **SIOP Contractual Services** – Shidler Elementary will contract with a SIOP Coach to provide coaching and training services. The coach will provide training on SIOP, model SIOP strategies, coach teachers in the classroom, assist with data analysis of ELL related data, and meet with PLCs, administrators, and the Leadership Team to determine progress toward the required Language Instruction Program Delivery Plan and the effectiveness of the ELL strategies.

Contract - \$50,000.00

4. **Remedial Specialist Mathematics** – Shidler Elementary will hire a remedial specialist that specializes in mathematics to assist students who are at-risk of failing.

Salary - \$45,000.00

Benefits - \$16,344.00

5. **Adult Literacy Classes** – Shidler Elementary will partner with the Adult Education Office and Language and Cultural Services to offer thirty-six (36) classes over the course of the school year to promote programs that help parents get the basic skills they need to assist their children. The classes will focus on English Language Acquisition and will emphasize basic skills such as reading, writing, math, English language competency, and problem-solving.

Stipends – 36 classes X 1 hour X \$20.00 = \$720.00

Benefits - \$720.00 X 24% = \$172.80

Child Care During Adult Literacy Classes

Stipends – 36 classes X 1 hour = \$500.00

Benefits - \$500.00 X 24% = \$120.00

6. **Supplemental Instructional Materials** - Upon selection of the ELL textbook series, Shilder Elementary will purchase supplemental instructional materials from the publisher to

complement the textbook series and enhance the overall program for students identified as ELL.

Materials and Supplies - \$5,976.24

7. **Extended Learning Time** – The school calendar will include thirteen (13) additional days of instruction during intersession for all students and staff. Certified staff will be paid their daily rate of pay.

Average Daily Rate of Pay for Certified Staff - \$200.00 X 24 teachers and 3 administrators (media specialist, counselor, nurse, and pathologist) X 13 days = \$78,965.00

Benefits - \$78,965.00 X 24% = \$18,951.60

Average Daily Rate of Pay for Support Staff - \$80.00 X 8 support staff X 13 days = \$8,320.00

Benefits - \$8,320.00 X 24% = \$1996.80

8. **Instructional Consultant - Peer Assistance Review (PAR)** - An instructional coach will be hired to provide support and intervention for teachers recommended to participate in the program.

Salary - \$55,000.00

Benefits - \$19,481.00

9. **Executive Director of School Turnaround** – Partial salary. The Executive Director of School Turnaround will be shared with other OKCPS SIG recipients.

Partial Salary - \$16,149.57

Benefits - \$5,599.09

10. **Data Coordinator** - Partial salary. The Data Coordinator position will be shared with other OKCPS SIG recipients.

Partial Salary - \$7,911.00

Benefits - \$2,802.08

11. **School Social Worker** –Provides social work counseling to students and parents.

Salary - \$45,000.00

Benefits - \$17,955.00

In the space below, provide a budget narrative for each of the Priority 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 2011 School

Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

Shidler Elementary will not be budgeting for pre-implementation activities.

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

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