

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

SCHOOL SECTION

LEAs must duplicate the School Section of this application for **each** Tier I and Tier II school to be served.

School Name: U. S. Grant High School Address: 5016 South Penn Oklahoma City, OK	SIG Site Contact: Dr. Rodney Stearns, Principal (405) 587-2209 restearns@okcps.org	
Grade levels enrolled (SY10): 9-12	Number of Students Enrolled (SY10): 1717	
Tier Level Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning <input checked="" type="checkbox"/> Restructuring Implementation	Intervention Model Selected: <input checked="" type="checkbox"/> Turnaround Model _____ Closure _____ Restart _____ Transformation	
Waiver Request: <input checked="" type="checkbox"/> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2010-11	1,737,432.65
	Year 2: SY 2011-12	1,737,432.65
	Year 3: SY 2012-13	1,612,338.60
	Total Amount of Funding Requested for this School	5,087,203.90

SCHOOL NEEDS ASSESSMENT

CONSULTATION WITH RELEVANT STAKEHOLDERS

U.S. Grant High School held a town hall meeting on March 31, 2010 to communicate information regarding the turnaround model and its implications on the school and community. School personnel, district personnel, parents, American Federation of Teachers representatives, and community members were present. The AFT met with teachers on two separate occasions in April 2010 to outline the process for staff replacement and re-hire. A Parent Teacher Student Association was formed in November 2009; the committee meets monthly. The turnaround model has been discussed with parents and students at these meetings.

DATA SOURCES FOR NEEDS ASSESSMENT

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)
Benchmarks	WISE tool (staff perception)	Attendance
Dropout rate	Quarterly CIP reviews	Race/Ethnicity
Graduation rate	Standards Assessment Inventory (SAI)	ELL
EOI scores	Student Support Team Reports	
Student Participation Rate	School Readiness Inventory (ACT-America's Choice)	
	Quality Time Analysis (QTA)	

STAKEHOLDERS

Name	Title	Stakeholder Group
Campus Leadership Team	Principal, Assistant Principals, teachers, parent, secretarial staff, AFT members	Administrative personnel, teachers, parents, AFT
Town Hall meeting attendees	Principal, Assistant Principals, parents, district personnel, various community members, students	Administrative personnel, teachers, parents, district personnel, community, students
U.S. Grant teachers	All	Teachers

NEEDS ASSESSMENT PROCESS

Grant's leadership team meets weekly to review and discuss data (ACT-America's Choice data, benchmarks, discipline, etc.). In preparation for completing the Campus Improvement Plan (CIP) for Title I, demographic data such as race, ethnicity, and subgroup populations are examined yearly. Participation rate, graduation rate, dropout rate, and assessment results are also examined annually to complete the CIP (See attached data). Quarterly reviews of the CIP are due to the district Title I office 3 times each year. Each quarterly review requires the school to examine benchmark data for reading and mathematics, as well as complete an implementation scale identifying the level of certain areas such as staff development, school culture/climate, and parent involvement. A School Support Team (SST) visited Grant twice during the 09-10 school year to assess the implementation of the Nine Essential Elements. Results from the SST meeting were consistent with the results of the WISE Needs Assessment in the areas of parent involvement,

professional development, and curriculum alignment. The leadership team completed the WISE needs assessment; results are discussed below in the Needs Assessment Summary. Grant's 9th grade students completed the School Readiness Inventory (SRI) as part of the ACT-America's Choice program (results discussed below). Each member of Grant's staff completed the Standards Assessment Inventory survey. The Quality Time Analysis (QTA) was completed to show how much of the school day is actually used for instructional purposes.

NEEDS ASSESSMENT SUMMARY

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>Participation rate in state testing is a weakness, as well as graduation rate. An analysis of demographic information shows that the Hispanic population continues to increase yearly (a 12% increase in from 06-07 to 08-09). The ELL population has increased from 27% in 06-07 to 31% in 08-09. Both the increase in the Hispanic population and ELL students indicates that Grant should focus on strategies to improve communication between the school and non-English speaking parents. Student attendance and teacher attendance have increased by 10% from 06-07 through 09-10, which suggests that our student engagement strategies funded by Title I are working. The Student Response Inventory (SRI) results indicated areas of weakness in family involvement and a lack of positive family attitude toward education, which suggests that parent involvement should be an area of focus (see action plan for further detail). All teachers at Grant took the Standards Assessment Inventory (SAI) survey. The three weakest areas reported by the staff were learning communities, family involvement, and making data driven decisions. These three areas will be addressed through professional development.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>9th Grade Academy meets weekly as a PLC to discuss common assessments, student behavior, and curriculum alignment to the quarterly benchmarks. There is a critical need in the area of overall staff collaboration in all subject areas and grade level teams. In addition, there is a need for curriculum alignment, including horizontal and vertical planning. These areas of weakness will be addressed through professional development in the areas of PLC's.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>As part of the ACT-America's Choice initiative, teachers, administrative personnel, and instructional facilitators conduct "focus walks," which examine classroom practices associated with the curriculum. The WISE needs assessment indicates areas of weakness in the utilization of pre- and post-tests, as well as using the collected data to drive instruction. The percent of students scoring proficient or better in 06-07 on the English II EOI was 34%; in 08-09, it was 42%. The scores are slowly increasing, but reading is still a major focus for U.S. Grant. In Algebra I, 22% scored proficient or better in 06-07; in 08-09, 40%. As with English II, scores are slowly rising, but further work is necessary. (See section 4 of the action plan for further details).</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of</p>	<p>An area of great strength is the employment of a technology integration specialist, who works with all staff to provide instruction on all matters technology. The WISE needs assessment indicates a need for additional training on differentiated instruction. (See section 4 of the action plan for</p>

technology, and teacher collaboration.	additional detail).
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.	An area of critical need is that there has been little multicultural training to address the challenges which stem from a large ELL population. However, one strength is that Grant has identified this as a need and plans to address this in part by attending the Multicultural Education Institute. (See section 4 of the action plan for additional detail).
Student, Family, and Community Support: Includes communication methods and including parents as partners.	The employment of a bilingual administrator has been key in increasing family and community involvement. After school tutoring is available. The site has begun to use the online portal; additional parent training is needed in order to effectively use this tool as a means of communication. Both the SRI and SAI indicated that family involvement was a weakness. Grant plans to address the language barrier by offering Spanish language classes to teachers after school. (See sections 4 and 10 of the action plan for more detail).
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.	The leadership team meets weekly and determines what professional development opportunities are needed, as well as who should attend the trainings. The WISE needs assessment indicates a weakness in the area of leadership using the evaluation process to provide feedback to teachers. Low English II EOI scores necessitate the need for literacy integration across the curriculum. Grant will provide training in this area. Grant's plans for professional development include training all teachers in such areas as PLC's, technology integration, and ELL strategies. Grant will further build capacity with on-site training in technology (Deidra Stafford and Alan November) and PLC's. Grant's teachers will take the SAI survey twice a year to evaluate the selected professional development. (See section 4 of the action plan for more detail).
Leadership: Includes process for decision making, policies and procedures, and the shared vision.	The administrative staff communicates weekly with the leadership team comprised of teachers, support staff, and parents. A critical need for Grant is to unify the staff, so that all share the school vision. The Teacher Institute to be held prior to the beginning of the 10-11 school year will address this need.
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.	Grant has a 100% highly qualified staff. The 9 th Grade Academy is organized into a team, which has led to student growth for the freshmen. A major weakness is that there are 27 traveling teachers. The Quality Time Analysis indicates that only 70.3% of the day is utilized for instructional purposes. Professional development in PLC's and collaborative planning should allow for better use data analysis, which will lead to data driven instruction and more time on task.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.	The leadership team meets weekly to collaborate, discuss, and analyze data. A quarterly review of the Campus Improvement Plan is completed three times each year. A weakness is that the vision, beliefs, mission, and goals are not disseminated effectively to staff, parents, and students. The Teacher Institute to be held prior to the beginning of the 10-11 school year will address this need.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Administrators, teachers, parents and community members participated in the needs assessment of Grant High School. An extensive review of at least three years of data was a part of the needs assessment. Also, Oklahoma's WISE planning and coaching tool was used to conduct a portion of the needs assessment.

Data from the needs assessment supports the selection of the turnaround model as the most appropriate intervention model for Grant. According to national and state standards, Grant has been designated a Needs Improvement school for the past five years. Consistently low graduation rate, high dropout numbers, low test scores, low teacher attendance, and a high ELL population all necessitate the need for a bold change. The Principal and School Leadership Team will have primary responsibility for leading the implementation of the requirements for turnaround model. OKCPS' Planning, Research and Evaluation Department has a comprehensive formative and summative data system in place that provides accurate and timely data.

Dr. Stearns will remain as principal at Grant as he came to the site during the last school year. The Cardinal Structured Interviewing Process was used when Dr. Stearns was selected. The interview determines predictability of candidates in regards to leadership qualities such as commitment, sensitivity, and communication skills, etc.

As a result of the restructuring of Grant, all positions were declared vacant and job postings were made before Thursday, April 1, 2010. Information pertaining to the declared vacancies was also published on the school website. A meeting was held with employees on Tuesday, March 30th, immediately following the faculty meeting. Another meeting was held with certified staff on Thursday, April 15, 2010, for an update, questions, and answers regarding the Turnaround Model. The Grant Staff was screened and positions were offered by April 16, 2010.

After screening of the certified staff at Grant, employees fell into three categories – Future Grant Employee, Priority Placement Staff (those who were selected for rehire), or Permanent Secondary Substitutes. Permanent substitutes may interview at other sites within the district at the principal's discretion for available vacancies as they are posted. Beginning April 16th, other interested in-district applicants were considered for Grant. In-district applicants were considered prior to consideration from any other applicants.

The new Grant team will meet 8 days prior to the beginning of school for team building, strategic planning, and professional development. This will begin to develop the pipeline of effective teachers working together collaboratively. Grant's teachers will also be allotted at least 90 minutes of collaborative planning time each week.

Teachers will be supported with job-embedded growth opportunities, resources, additional instructional time, and time to collaborate with their colleagues. Grant's action plan includes professional development in the areas of Professional Learning Communities, Robert Marzano, technology integration, and data analysis (see section 4 of the action plan for additional detail).

Teachers will receive a Signing Bonus of \$1,500 for committing to teach at Grant for three years. See section 3 of the action plan for additional detail.

The LEA will support this model with the governance monitored by the Executive Director of School Turnaround. The Executive Director of School Turnaround will be utilized to oversee the day-to-day operations of the eligible Tier I and Tier III schools.

Human Resources will assist in selection of staff. Academic support will be provided by Student Support

Services, Teaching and Learning, Secondary Reform, and Federal Programs. ACT – America’s Choice Initiative supports schools with cluster leaders. The School Support Team will provide consult.

With regard to the influx of teachers new to U.S. Grant, please see paragraphs above and the action plan regarding team building, planning, and professional development. Teachers will expand instructional delivery for an additional 60 minutes per day. Each class period will be lengthened by 5 minutes, and a 25-minute advisory/study skills/intervention (tutorial) period will be added as well. The school day for the students will be from 7:40-3:10; teachers will report at 7:10 and exit at 3:25.

SCHOOL SMART GOALS

SMART Reading/Language Arts Goals
<p>Goal for 2010-2011: The API reading score for students in the All Students subgroup will increase from 759 (the 2008-2009 score) to the identified state performance benchmark of 1060 in the 2011-2012 school year.</p>
<p>Goal for 2011-2012: The API reading score for students in the All Students subgroup will increase from 1060 to 1150 in the 2012-2013 school year.</p>
<p>Goal for 2012-2013: The API reading score for students in the All Students subgroup will increase from 1150 to 1300 in the 2013-2014 school year.</p>
<p>Rationale:</p> <p>The leadership team at U.S. Grant feels that it is imperative to identify SMART goals that are attainable. It is very important to keep student and staff morale high, and we feel that creating goals that are too lofty would destroy the spirit and drive of the team at U.S. Grant.</p> <p>U.S. Grant High School will increase student progress in the area of reading and language arts in multiple ways. First, the number of ELL students at U.S. Grant is rapidly rising. In the past, the site has provided minimal support and/or instruction for such students. Several components of ELL professional development will be strategically placed into the calendar, enabling teachers to receive much-needed training. There are over 600 identified ELL students who could benefit from teachers who are more aware of students’ needs in this specific area of reading and learning.</p> <p>The site will challenge each instructor to focus on literacy. Components of reading, writing, speaking, and listening will be embedded within all subjects of the site’s curriculum. A “General Time” will be placed into the schedule to allow 25 minutes of time on selected days to review a book purchased for each student. This book study with the faculty will increase the opportunities for assessing the true literacy level of individuals within the building.</p> <p>A review and revision of the Campus Improvement Plan will include a heightened awareness to literacy and reading, addressing the necessary components that will enable students to achieve progress.</p> <p>Components of ACT-America’s Choice curriculum will enhance quality of instruction by focusing on aspects of literacy. Likewise, professional learning community tenets will enable teachers time to collaborate on specific methods that will increase reading proficiency.</p>

SMART Mathematics Goals
Goal for 2010-2011: The API math score for students in the All Students subgroup will increase from 1004 (the 2008-2009 score) to the 1150 in the 2011-2012 school year.
Goal for 2011-2012: The API math score for students in the All Students subgroup will increase from 1150 (the 2008-2009 score) to the 1300 in the 2011-2012 school year.
Goal for 2012-2013: The API math score for students in the All Students subgroup will increase from 1300 (the 2008-2009 score) to the 1400 in the 2011-2012 school year.
<p>Rationale:</p> <p>The leadership team at U.S. Grant feels that it is imperative to identify SMART goals that are attainable. It is very important to keep student and staff morale high, and we feel that creating goals that are too lofty would destroy the spirit and drive of the team at U.S. Grant.</p> <p>A 9th Grade Academy team will be used as a model for planning and collaboration throughout the site. Teachers are able, through team practice, to plan effective lessons that will enhance math instructional delivery. This idea of team planning and collaboration will be the basis for vertical and horizontal meetings which give teachers opportunities to more effectively instruct students. Likewise, professional learning community tenants will enable teachers to have time to collaborate on specific methods that will increase math proficiency.</p> <p>A review and revision of the Campus Improvement Plan will include a renewed focus on mathematics, addressing the necessary components that will enable students to achieve progress.</p> <p>Components of ACT-America’s Choice curriculum will enhance quality of instruction by focusing on aspects of literacy and how literacy is vital to improvement in the subject of mathematics. The campus-wide literacy focus is critical in empowering students with the necessary skills to be successful in every subject throughout the day.</p>

SMART Graduation Rate Goals
<ul style="list-style-type: none"> • Goal for 2010-2011: The percentage of 4th year seniors at U.S. Grant High School will increase from the current three year average of 59.9% to 70% in the 2011-2012 school year.
<ul style="list-style-type: none"> • Goal for 2011-2012: The percentage of 4th year seniors at U.S. Grant High School will increase from 70% to 75% in the 2012-2013 school year.
<ul style="list-style-type: none"> • Goal for 2012-2013: The percentage of 4th year seniors at U.S. Grant High School will increase from 75% to 80% in the 2013-2014 school year.
<p>Rationale: The site is currently reviewing the entire process of graduation rate data to determine the best course of action. Credit recovery, night school, and summer school are offered to students to improve their chances of graduating “on time.” After school tutoring is readily accessible and needed to continue to show future progress. The rates indicated in the following three years show progress that improves percentages at a rate that is believed to be attainable. The rates are alarmingly low, but improvements in this category must be realistic based upon research regarding graduation rate expectancy.</p>

Name of School: U. S. Grant		Tier: I	
Turnaround 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 Turnaround Model (LEA must implement actions 1-9)			
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	<ul style="list-style-type: none"> • The principal will stay in place as he has been in the position less than 2 years (hired January 23, 2009). • Work with the principal and staff on a comprehensive plan to work toward increasing student achievement and increasing the graduation rate. Review and update ACT-America’s Choice Action Plan each year. • Develop leadership initiatives that include peer coaching/mentoring by utilizing the professional services of Solution Tree to work on Principles of Professional Learning Communities, and work with Marzano on data disaggregation. • Provide time and resources for vertical and horizontal planning for teachers. • Ensure teachers have the resources necessary to meet the goals and objectives in their comprehensive plan. 	<p style="text-align: center;">N/A</p> <p style="text-align: center;">2010-2011, revising as necessary</p> <p style="text-align: center;">2011-2012</p> <p style="text-align: center;">2012 - 2013</p> <p style="text-align: center;">2010-2011</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p>Mr. Springer, Superintendent</p> <p>Executive Director of School Turnaround</p> <p>Rodney Stearns, Principal</p> <p>Dr. Stearns, Principal</p> <p>Dr. Stearns, Principal</p> <p>Dr. Stearns, Principal</p>
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (A) Screen all existing staff and rehire no more than 50 percent; and B) Select new staff.	<ul style="list-style-type: none"> • Interview all staff wishing to remain at Grant High School. Select no more than 50 % of current staff. The following Interviewee Selection Criteria was used: <ul style="list-style-type: none"> ○ Teacher Attendance and Student Grades ○ Evaluation and Yearly progress assessed by administrative team ○ Interview process <ul style="list-style-type: none"> ○ Nineteen (19) questions (sent to the 	<p style="text-align: center;">April 16, 2010-June 16th, 2010</p>	<p>Rodney Stearns</p>

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	<ul style="list-style-type: none"> o teachers a week before the interviews) o Writing assignment to be sent as an attachment by the teachers before the interview (19 interview questions and writing assignment attached in appendix). • After screening of the certified staff at Grant High School, employees fell into three categories – Future Grant Employee, Priority Placement Staff (those who were selected for rehire), or Permanent Secondary Substitute. Permanent substitutes may interview at other sites within the district at the principal’s discretion for available vacancies as they are posted. • Beginning April 16th other interested in-district applicants were considered for Grant. In-district applicants were considered prior to consideration from any outside applicants. • Conduct an In-District Job Fair on June 2nd after the Principals’ meeting. • Develop a job description for permanent elementary and secondary substitute on or before April 16th. • Permanent substitutes may be assigned to multiple schools with one principal assigned for evaluation purposes on or before August 2nd, 2010. • Provide professional development for permanent 	<p>April 16, 2010-June 16th, 2010</p> <p>June 2, 2010</p> <p>April 16th, 2010</p> <p>On or before August 2, 2010</p> <p>Ongoing</p>	<p>Dr. Shanahan</p> <p>Shannon Freeman, building principals</p> <p>Karl Springer, Ed Allen</p> <p>Dr. Shanahan</p> <p>Dr. Shanahan</p>

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	<p>substitutes from Grant.</p> <ul style="list-style-type: none"> Establish an evaluation process for permanent substitutes. The evaluation for certified teachers will be used. 	Ongoing	<p>AFT - Mary and Karen</p> <p>Dr. Shanahan, Ed Allen</p>
<p>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<ul style="list-style-type: none"> The instructional school day will be lengthened by 60 minutes. Teachers will be compensated for an additional 45 minutes per day to support expanded learning time. (Typically, OKCPS teachers are required to be at work 30 minutes prior to student arrival and remain after school for 30 minutes after the end of the instructional day. Grant teachers will only be required to stay 15 minutes after school; thus, they will only be compensated for 45 minutes as opposed to the entire 60 minutes of instructional time added to the day). For example a teacher on step 13 would receive an estimated \$4,100 per year. Grand total for this incentive (122 teachers, salary and benefits) is \$681,441.00. 1003(g) SIG funds will be used to fund this incentive. Estimated total cost. Administrators will be compensated as well. Estimation of salary plus benefits for the 6 administrators is \$35,154.00, also paid with SIG funds. Oklahoma City Public Schools will explore the Toledo Plan and develop a plan customized to meet the needs of the district with peer assistance and review (PAR) with a possibility of 5 to 10 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>Dr. Shanahan, Mary Best (AFT), Mr. Burkey</p>

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	<p>Consulting Teachers. A subcommittee will be formed to begin planning the roll out, defining the plan and its components, and then discussing the implementation. Estimated payment per Consulting Teacher is current teacher salary plus \$6,000.00 and benefits. Funding source is undetermined at the time of the application.</p> <ul style="list-style-type: none"> • Pay for performance: Each certified staff member will receive \$750.00 if the annual Reading SMART goal is met and \$750.00 if the annual Math SMART goal is met. 122 teachers x \$1,500.00 plus benefits = \$226,920.00. 6 administrators x \$1,500.00 plus benefits = \$9,720.00. NOTE: This will be finalized upon final response from USDE related to definition of equitable performance pay across the district for the different reform models. It is also contingent upon the Oklahoma City Board of Education approval of the Memorandum of Understanding with the American Federation of Teachers. • Explore the possibility of creating an employee assistance program (EAP) to address health related needs and support systems. Cost and funding source undetermined at this time. • Grant teachers/principals will have the opportunity to attend principals' academy. Meetings are held monthly during the school year for Aspiring Principals, Assistant Principals, and Principals that have been in their position 1-5 years. No additional 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>Subcommittee formed 4/12/10</p> <p>Beginning August 2010</p>	<p>Dr. Stearns</p> <p>Mr. Burkey, Dr. Stearns</p> <p>Dr. Stearns, Grant PD Committee</p>

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	<p>cost to the site.</p> <ul style="list-style-type: none"> Grant teachers will have the opportunity to be a part of the National Board Certification process. No additional cost to the site. Spanish language courses will be provided for faculty and staff on site. A six-week course will be offered in the fall and spring. This could also be expanded to second courses leading to certification. (See section 4 of the action plan for more additional information). Tuition assistance is available for teachers to further their education. Teachers are supported by the Foundation with Teacher Warehouse and <i>Great Idea Grants</i>. The principal and staff will explore the possibility of flexible scheduling for the teachers and students. Employees have the opportunity of incentives with fitness centers through Health Choice. A list of locations is provided on the Health Choice website. Teachers will be made aware of this list via e-mail, newsletter, or memo. Teachers will receive a Signing Bonus of \$1,500 for committing to teach at Grant for three years. This would be a one-time signing bonus with \$750 paid 	<p>Ongoing</p> <p>Fall/Spring 2010-11, 2011-12, 2012-12</p> <p>Ongoing</p> <p>Ongoing</p> <p>Begin planning Fall 2010</p> <p>Ongoing</p>	<p>Dr. Stearns, Grant PD Committee</p> <p>Dr. Stearns, Grant PD Committee, Language & Culture</p> <p>Dr. Shanahan, AFT Reps</p> <p>Dr. Stearns</p> <p>Dr. Stearns</p> <p>Dr. Stearns</p>

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	<p>at the end of the first semester, and the second paid during the second semester. Signing bonuses to be paid with Title II funds.</p> <ul style="list-style-type: none"> Oklahoma City Public Schools will use general funds to negotiate possible retirement and resignation incentives. 		
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development 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>	<ul style="list-style-type: none"> The results of the needs assessment clearly define the areas of weakness at U.S. Grant (please see the Needs Assessment portion above). The leadership team has chosen to use SIG funds to focus mainly on professional learning communities and technology integration and practice. Both professional learning communities and technology integration are strategies that can be utilized across all content areas by all staff. Since all staff will be trained via on-site, job-embedded professional development, there should be consistency throughout the school. It is the belief that focusing on these far-reaching areas will have the most impact on teacher development and student achievement. Other funding sources will provide professional development as listed below. Provide professional development for teachers based on data and need up to 12 days per year. (5 days prior to school beginning will be the Teacher Institute - see budget justification page for additional details); 3 days after school ends; and up 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns and staff</p>

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	<p>to 4 Saturdays during the year). Additional days/hours can be added as needed by the principal and school staff.</p> <ul style="list-style-type: none"> As a direct response to the changing racial and ethnic diversity of Grant’s student population, 22 teachers and 3 administrators will attend the UCO Multicultural Education Institute for the next three years. This is a locally-held training which showcases OKCPS student performances and achievements. Presenters for the training are from local school districts that often teach at schools with similar demographics to OKCPS, and thus face similar barriers/issues. Estimated costs are \$3,520 for teacher stipends, \$844.80 for teacher benefits, and \$1,875 for teacher and administrator registration. Funding source not determined at this time. In the past 2 years, Grant has purchased SMARTboards, student response systems, document cameras, etc., as part of their Campus Improvement Plan. In order to effectively utilize this technology and integrate it into the curriculum effectively, Grant will contract with Dedra Stafford, who presents a 2-day workshop on 21st Century Skills. Ms. Stafford will come to Grant for the next three years and provide on-site training (approximately 40 days throughout each year) regarding technology and technology integration. Estimated costs each year for the contracted services are \$53,000 (contracted cost includes 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p> <p>Dr. Stearns</p>

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	<p>materials). Contracted services to be paid with SIG funds. An additional \$16,000 in teacher stipends \$3,840 in benefits for the 2-day workshop will be paid with Supplemental School Improvement (519) funds. Please see the attached professional development plan for Ms. Stafford's contracted services.</p> <ul style="list-style-type: none"> Grant will hold a Teacher Institute for all staff 5 days prior to the beginning of the OKCPS return date for teachers (August 9-13, 2010). Topics discussed will be BLC's, PLC's, Marzano, the 9th Grade Academy (including transition strategies), ELL strategies, and an orientation for the turnaround model. The Turnaround Orientation will be a half-day overview of the model and include other topics such as classroom management, goals, evaluations, etc. Estimated costs for each year include teacher stipends of \$136,640.00 and teacher benefits of \$32,793.60. Community/alumni partners will be contacted to possibly provide breakfast/snacks for the week. To be paid with SIG funds. The SAI and WISE needs assessment indicate a weakness in the area of data analysis and utilizing data to drive instruction. Robert Marzano will come to Grant High School in conjunction with the State Needs Assessment, and will come to Grant periodically for the next three years to facilitate and train teachers on data review and utilization of data to drive and improve instruction. After three years 	<p>year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p>

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	<p>of intensive training, capacity should be built to the point that only “refresher” training course will be needed. Estimated yearly cost is \$150,000.00 per year. To be paid with SIG funds. Grant is in the process of developing a professional development plan for the contracted services to be provided by Marzano’s team.</p> <ul style="list-style-type: none"> • A data analysis of the demographics of Grant’s students (see data analysis summary above) shows a steady increase of the ELL population. In response to this, Grant will contract with UCO to provide on-site training to teachers regarding effective ELL strategies. This training will tie closely with the strategies and information learned at the UCO Multicultural Education Institute (see above). After three years of intensive training, a strong group of core teachers will be trained, and they will, in turn, train new and /or struggling teachers in the strategies learned. Estimated yearly cost of the contracted services is \$25,000.00. To be paid with SIG funds. • To further assist in communication with the ever-growing ELL population (see data analysis summary above), Grant will contract with an outside vendor (not yet determined) to provide Spanish language classes to teachers for the next three years. If it is determined at the end of three years that continuation of the service is needed, Title I (511) funds or School Improvement (515) funds will be utilized. Estimated yearly cost is 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p>

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Turnaround 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>\$8,000.00. To be paid with SIG funds.</p> <ul style="list-style-type: none"> As a direct response to the low learning community score on the SAI and the limited implementation score of the WISE needs assessment, Sharon Kramer from Solution Tree will come to Grant to provide on-site training. It is believed that two years of intensive training will build sufficient capacity so that the expense will not continue. PLC's regarding data analysis and curriculum alignment should improve the amount of instructional time utilized each day (a weak area as noted on the Quality Time Analysis). Estimated yearly cost of on-site, job embedded professional development services with Sharon Kramer is \$111,150.00. Estimated yearly cost of materials required for training (4 books) is \$4,867.25. To be paid with SIG funds. Please see the attached professional development plan from Solution Tree for further details regarding the contracted services to be provided. Grant will send 20 teachers to November Learning's Building Learning Communities Conference in July 2010 using School Improvement (515 funds). Three strands of focus for the conference will be designing rigorous and motivating assignments across the curriculum, crafting vision and managing change, and contributing to PLC's. This conference will build upon the concept of rigor as outlined in the ACT-America's Choice program (funded with ARRA, 	<p>2010-2011 and 2011-2012.</p> <p>2010-2011, 2011-2012, and 2012-2013 school</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p>

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Turnaround 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>project 516), as well as tie into the extensive PLC training. Those teachers who attend the conference will share what they learn during the Teacher Institute held 5 days prior to the beginning of school (see above for additional information regarding the Teacher Institute).</p> <ul style="list-style-type: none"> Grant will contract with November Learning to provide on-site, job embedded professional development on technology integration. The main focus of the program will be to train staff to ensure that student assignments are rigorous and motivating (to match the pace of today's competitive world), to ensure that the technology investment is aligned with the curriculum, and to create a sustainable plan for students as they branch out into the globally competitive world. Estimated yearly cost for the on-site training is \$187,100.00. To be paid with SIG funds. Please see the attached professional development plan from November Learning for further details regarding the contracted services to be provided. Two administrators will travel to the National Title I Conference for the next three years. The Conference provides the opportunity to experience more than a hundred sessions offered by recognized experts and new voices in education theory, practice, and reform. It is vital to stay abreast of the current legislation and compliance issues, and this opportunity is not available as on-site training. Pertinent information will be shared with staff as 	<p>year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p>

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	<p>deemed necessary. Funding source not determined at this time.</p> <ul style="list-style-type: none"> • Three teachers and 1 administrator will attend the What Works in Schools conference in Tulsa for the next three years. This conference is required by the Oklahoma State Department of Education for all schools in School Improvement status. To be paid with 1003(a) funds. • Teachers and administrators will conduct two book studies. The books for the first year will be <u>Made to Stick</u>, <u>Why Some Ideas Survive and Others Die</u> by Chip and Dan Heath and <u>Drive</u> by Daniel Pink to work with the teachers and provide ongoing staff development dealing with school improvement. <u>Made to stick</u> will help to define processes whereby Grant can develop goals and messages that will have staying power. <u>Drive</u> will help to develop a culture of intrinsically motivated students that can guide their own learning. Potential topics for years two and three include PLC's, grading and assessment, technology integration, differentiated instruction, and ELL strategies. The results of the WISE needs assessment and SAI will be examined to determine which books are selected in years two and three. Estimated yearly cost of books for all teachers and administration is \$6,500.00 to be paid with SIG funds. • Grant currently employs a reading specialist who will provide 3 hours of on-site training to all Grant 	<p>2010-2011, 2011-2012, and 2012-2013 school year.</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>All staff/admin</p>

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	<p>staff. The reading specialist has been a Reading Recovery Teacher Leader. She will be using her training to foster a literacy program throughout the Grant community. Many of Grant's students are low level readers and need extra help. She will provide on-site training with Grant teachers to prepare them to help these students improve reading skills. The training will focus on integrating literacy across all content areas. Estimated yearly cost for teacher stipends for two years of training is \$9,076.80.</p> <ul style="list-style-type: none"> • ACT – America's Choice Summer Training the week of May 23 for Teachers and Coaches for next year. Training for Navigator, Ramp-Up, and Quality Core occurs throughout the year. Stipends to be paid with 516 funds. • SIOP – Sheltered Instruction and Observation Protocol. The SIOP Model shares many features recommended for high-quality instruction for all students, but adds key features for the academic success of students learning through a second language, such as including language objectives in every content lesson, developing background knowledge among the students, and attending to specific academic literacy skills. This model can be applied in ESL classes as well as content area classes because it offers a framework for instruction that incorporates best practices for teaching both language and content. All teachers will be encouraged to utilize the SIOP Model to help 	<p>2011-2012, 2012-2013</p> <p>Summer 2010</p> <p>2010-2011, 2011-2012, and 2012-2013 school year.</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p> <p>Dr. Stearns</p>

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	<p>address the current concerns caused by language and cultural barriers (see demographic data analysis in the previous section). To be paid by Title III.</p> <ul style="list-style-type: none"> Title II funds 2 Instructional Facilitators for Grant. The Instructional Facilitators support regular, bilingual, and special education teachers in the implementation and monitoring of the Campus Improvement Plan, rigorous standards-based teaching strategies, and the Oklahoma Priority Academic Student Skills. They focus on enhancing teachers' ability to provide instruction that builds students' engagement and ownership of learning. The Instructional Facilitators will also work with administrators and teachers to align their work with district priorities, ensuring a high functioning leadership team using data driven decisions. As a member of the professional development community, the Instructional Facilitators are encouraged to participate in recurring professional development and inquiry. The Instructional Facilitators will be in classroom a minimum of 3 days per week to work with teachers on the curriculum, including team and collaborative meetings. 	2010-2011, 2011-2012, and 2012-2013 school year.	Dr. Stearns
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange	<ul style="list-style-type: none"> An Executive Director for School Turnaround will be hired. The Executive Director for School Turnaround will report to the Superintendent's Designee. The attached job description outlines duties and responsibilities. The Executive Director of School Turnaround will oversee the day-to-day management of the reform efforts at the site level. 	Hire or place - June 2010	TBA

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for greater accountability.	<p>This position will also coordinate and communicate with the Oklahoma State Department of Oklahoma concerning progress and efforts to meet the goals of this grant. Grant will pay 1/3 of the salary of the Executive Director of School Turnaround. Grant's portion of the yearly salary plus benefits for both totals \$48,830.00 to be paid with SIG funds.</p> <ul style="list-style-type: none"> Oklahoma City Public Schools (OKCPS) is in the process of developing a strategic framework on which both internal and external stakeholders will build and move forward. The planning and review process for the framework is underway and will involve students, district employees, parents, community members, and our business partners. The strategic planning will complement the goals of both the Turnaround and Transformation models. A planning team made up of site leadership, district leadership, and union representatives have been involved with meetings and planning throughout the restructuring process. School leadership teams have also been involved. The Tier I site has had faculty and staff meetings, parent and community meetings to discuss the selection of the intervention model, and the model's design. At community meetings stakeholders were given the opportunity to ask questions. At one community meeting hosted by the district and site there were several calls to action by the audience for parent and community involvement to support the reform efforts. 		
6. Use data to identify and implement an instructional program that is research-based and	<ul style="list-style-type: none"> U.S. Grant High School is currently implementing the ACT-America's Choice program. The focus of 	August 2010-June	Dr. Stearns

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“vertically aligned” from one grade to the next as well as aligned with State academic standards.	<p>this program is increasing student achievement in Math and Reading/English. The 9th Grade Academy began this process and will continue. Similarly, 10th grade team members will engage in training and begin to use the tenants of the curriculum designed by America’s Choice. This program is indeed aligned with State academic standards and directly uses the PASS skills as a basis of curriculum reform. U.S. Grant High School will use student data to align the curriculum both horizontally and vertically. Meetings with feeder patterns (Elementary and Middle Schools) are continuous and designed to accomplish this goal. The WISE needs assessment indicated little or no implementation in the areas of teachers participating in collaboration, teachers using instructional strategies that are aligned with learning objectives, teachers using scientifically based instructional strategies, and using test scores to identify instructional and curricular gaps. The ACT-America’s Choice program, funded by ARRA (516) provides professional development and training in curriculum alignment and research-based strategies. Should any needs arise that require additional funding, Grant will be able to revise its 511 plan.</p> <ul style="list-style-type: none"> Marzano strategies of the professional learning community are currently utilized on site. However, grading and assessment strategies have been identified as a need by the WISE needs assessment and the SAI. Therefore, future relationships with 	2013	

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	Marzano’s team will include on-site professional development training. Teacher grading practices and student academic progress data will be examined to determine needs of on-going training. (See section 4 for additional information regarding Marzano’s training).		
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.	<ul style="list-style-type: none"> The SAI showed an overall weakness in selecting professional development that is data-driven. Specific areas of weakness include using data when designing instruction and the curriculum and using data to assess student learning needs. The on-site PLC training from Solution Tree as well as the on-site visits from Marzano will help to address these weaknesses. U.S. Grant will utilize the professional learning community collaborative process to analyze and transfer results of student data into the continuous curriculum. Teachers will meet during common planning to create and analyze common assessment effectiveness. Teachers will be encouraged throughout the year to incorporate pre- and post-tests to guide and influence their instructional delivery. Likewise, district benchmark data will be analyzed to determine the best course of action regarding curriculum and instructional delivery. Analyzing student data and individual student needs will be addressed at professional development opportunities. Grant utilizes Title I (511) funds to employ 1 reading interventionist and 3 math interventionists. These interventionists are available to provide 	August 2010-June 2013	Dr. Stearns

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	direct differentiated instruction if necessary, and also communicate with other core teachers. The interventionists keep the core teachers involved and informed of the students' needs, and may recommend particular strategies or materials to use with the students to accelerate the students' mastery of the PASS objectives.		
8. Establish schedules and implement strategies that provide increased learning time.	<ul style="list-style-type: none"> • Include an additional 60 minutes of instruction to the school day with the addition of a 25 minute advisory/study skills/interventions (tutorial), and for an additional 5 minutes added to each class period. The school day for the student would be from 7:40-3:10. Teachers will report at 7:10 and exit at 3:25. Cost and other information discussed above in element 3. • The principal and staff will create a schedule for the expanded time. • Establish a calendar for certified employees with professional development days included. 	<p>2010-2011, 2011-2012, 2012-2013</p> <p>Summer 2010</p> <p>Summer 2010</p>	<p>Dr. Stearns</p> <p>Dr. Stearns</p> <p>Dr. Stearns</p>
9. Provide appropriate social-emotional and community-oriented services and supports for students.	<ul style="list-style-type: none"> • Use data from the Student Readiness Inventory from ACT- America's Choice to identify "At-Risk" students. Work in collaborative teams to implement a plan on how to ensure social – emotional support systems for those students. • Grant utilizes its School Improvement (515) funds 	Ongoing	Leadership Team

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	<p>to employ 4 truancy officers. Truancy officers track attendance, work with the parent liaisons to schedule parent meetings, make home visits, and perform any other duties necessary to improve classroom attendance and, consequently, improve student achievement.</p> <ul style="list-style-type: none"> • The Foundation for Oklahoma City Public Schools provides opportunities for scholarships for students and grants for teachers; Teacher’s Warehouse to assist teachers with needed resources; and celebration for teachers and support personnel. • Parental Information Resource Centers have been created and maintained to assist parents with needed materials, internet access, and other resources to assist them in helping their child. • The Parent Teacher Association provides opportunities for parental involvement by giving parents a voice to speak on behalf of children as well as tools to promote safety, health , and success for their children in school • An alumni association was organized in 2009-2010. This group will be involved in discussions regarding reform at U.S. Grant High School. The group will consist of family members of current students, staff, civic members, and other community members who have graduated from Grant High School. The alumni association will also become involved in mentoring students at the site through 		

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	<p>academic and activity efforts.</p> <ul style="list-style-type: none"> • The Hispanic Chamber of Commerce will continue to explore and provide scholarship opportunities and resources within the Hispanic community that could provide mentor services to students. • The Rotary Club will continue to provide college scholarship opportunities for students. The club has also agreed to provide mentors on-site to support student academic and social growth. • The Girl Scouts of Western Oklahoma has agreed to form an alliance with the site to offer social and support services to female students at U.S. Grant High School. Specifically, Girl Scouts will “advance the student learning by offering counseling guidance sessions regarding self-esteem, positive trusting relationships, healthy behavior, gender issues, values, talents, and goal-setting. Likewise, Girl Scouts will offer a program called S.T.E.M. This initiative is designed to focus on science, technology, engineering, and math specific learning by allowing young ladies to engage in science experiments, study of the human body, and other hands-on laboratory experiments thus increasing knowledge in the math and science courses. Finally, Girl Scouts will provide a unique emphasis on leadership, life skills, and financial literacy. The Leadership Journey program curriculum offers learning that will benefits members of the community. 		

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	<ul style="list-style-type: none"> • U.S. Grant High School will continue to seek candidates from the student body that qualify for Upward Bound. This program is in conjunction with the University of Oklahoma and provides scholarship and other assistance for deserving students to attend major universities. Teachers and students coordinate for applications to be reviewed by members of the university. The university mentors selected students and their families thus providing an opportunity for success at the next educational level. • The Parents Teachers Students Association (PTSA) was formed in 2009-2010 and will continue to increase its efforts in providing community support in a variety of ways. The PTSA will likewise continue to work with members of the community outreach program weekly to develop a positive alternative activity for whole family unity. In the past, this program consisted of on-site basketball activities on each Sunday offering an open situation for families to come into the building and engage in wholesome recreational activities. Parents, students, and teachers participate. • The PTSA has help to create a Parent Resource room on site that enables parents to access school programs, the internet, student grades, and college opportunities for their children. The parent resource room is a community outreach effort to provide parents and visitors with announcements, 		

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	<p>flyers, and other correspondence regarding school activities, functions, and processes.</p> <ul style="list-style-type: none"> U.S. Grant High School has a large ELL population. Many of the students come from homes where a language other than English is spoken (Spanish, etc. . . .) Therefore, the site will host classes for parents to learn English. Likewise, classes will be offered to staff members to instruct them to learn Spanish. Focusing on the needs of the student body include a staff that is multi-culturally aware of the specific demands of the ELL learner in the building. Efforts such as these will continue to diminish a very prominent language barrier. (See sections 4 and 10 for additional information). Oklahoma City Community College and Oklahoma State University – OKC will continue to advise and counsel students regarding future endeavors. U.S. Grant High School will continue to partner with local colleges and universities in attempts to better prepare students for transitions after graduation. Likewise, MetroTech extends opportunities for students to achieve job-embedded training necessary to allow students to be successful in the workplace. The site will continue its association with ACT – America’s Choice with the 9th Grade Academy. This teaming concept affords direct emphasis on the success of the individual student. Teams of teachers have collaborative time that addresses the 		

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	<p>needs of students (academic, social, physical, etc...). The teaming concepts of America's Choice will expand to the 10th grade and each grade after year by year. Teams will discuss and explore programs, advisors, and other support systems that encourage and enable student success.</p> <ul style="list-style-type: none"> U.S. Grant High School will utilize an advisory time embedded within the instructional day. This "General Time" (so named because the U.S. Grant mascot is the "General") will allow a time each day that students and teachers can discuss ideas that will improve student learning and social life. Likewise, this time within the day will be used for advisors and mentors to engage in student interventions in small groups and/or individually. These advisors will be from within the site, district, and community. 		
<p>10. List any additional permissible strategies the LEA will implement as a part of the turnaround model.</p> <p>1. U.S. Grant will implement several strategies to improve parental involvement. Family involvement and a positive family attitude toward education were both weaknesses as determined by the SRI. Also, according to the WISE needs assessment, Grant has limited development in the areas of family communication and families as school and student partners. Several parental involvement activities and strategies are planned for the next three years (see information to the right).</p>	<ul style="list-style-type: none"> Parents will be trained to access and utilize the online Smartweb portal. Utilization of the portal will allow for instantaneous communication between school and parent. Smartweb will enable parents to become more actively involved in their child's education development. A computer kiosk will be placed in the front office, which will allow parents quick access to Smartweb. This location will allow for an administrator or secretary to assist if necessary. Stipends will be provided to 5 	2010-2011, 2011-2012.	Dr. Stearns, media specialists

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	<p>teachers who will provide the training. (10 hrs x 5 teachers x \$20 = \$1,000.00, benefits = \$240.00. Total cost of \$1,240.00). To be paid with SIG funds.</p> <ul style="list-style-type: none"> Services will be used to offer classes to parents on-site. Classes will provide materials, formative data provided through pre- and post-tests, and instruction to parents to improve English language ability. This service will contract local experts in the field of ESL training to work in conjunction with the site. Parent classes will focus specifically on understanding the basic interpersonal communication skills in attempts to improve communications of all constituents. Estimated yearly cost of \$10,000.00 to be paid with SIG funds. 	2010-2011, 2011-2012, and 2012-2013 school year.	Dr. Stearns

INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A Title I, Part A ARRA School Improvement 1003(a)	<ul style="list-style-type: none"> • Contracted services with Robert Marzano to provide professional development (see section 4 above for additional detail) • Professional Learning Communities (PLC) training (see section 4 above for additional detail) • ACT/America’s Choice training (ARRA) (see section 4 above for additional detail) • Alan November training (see section 4 above for additional detail) • Five (5) truancy officers (see section 9 above for additional detail) • Reading/math interventionists (see section 7 above for additional detail)
Title II, Part A	<ul style="list-style-type: none"> • Salary for Instructional Facilitators to provide ongoing professional development and coaching (see section 4 above for additional detail) • Signing bonuses as incentives to teach at U.S. Grant (see section 3 above for additional detail)
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) (see section 4 above for additional detail)
General Fund	<ul style="list-style-type: none"> • Retirement Incentive for displaced teachers (see section 3 above and the attached Memorandum of Understanding for additional details) • Resignation Incentive for displaced teachers (see section 3 above and the attached Memorandum of Understanding for additional details)
Local, community, and business partners	<ul style="list-style-type: none"> • The Foundation for OKCPS (see section 9 of the action plan for further detail) • Parental Information Resource Centers (see section 9 of the action plan for further detail) • Parent Teacher Association (see section 9 of the action plan for further detail) • Grant Alumni Association (see section 9 of the action plan for further detail) • Hispanic Chamber of Commerce (see section 9 of the action plan for further detail) • Rotary Club (see section 9 of the action plan for further detail) • Girl Scouts of Western Oklahoma (see section 9 of the action plan for further detail) • Upward Bound (see section 9 of the action plan for further detail) • Parents Teachers Students Association (PTSA) (see section 9 of the action plan for further detail) • Oklahoma City Community College (OCCC) (see section 9 of the action plan for further detail)

	<ul style="list-style-type: none"> • Oklahoma State University - Oklahoma City (OSU-OKC) (see section 9 of the action plan for further detail)
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SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

A memorandum of understanding (MOU) between Oklahoma City Public Schools and the American Federation of Teachers (AFT) is being developed to address the collective bargaining modifications necessary for implementation of the turnaround and transformation models. The proposed MOU includes provisions concerning teacher evaluation, teacher contract time, performance pay and other areas covered by the Collective Bargaining Agreement. The Oklahoma City Public Schools Board of Education will approve modifications to existing policies and procedures to accommodate the model implementation requirements. The MOU will be presented to the BOE pending approval of the SIG application.

U.S. Grant High School will continue to schedule a minimum of ninety (90) minutes of protected collaboration time each week.

U.S. Grant High School will add sixty (60) minutes additional instructional time to each school day (25 minutes of advisory/study skills/interventions, and five (5) minutes added to each class period.

Five (5) days of professional development will be added to the calendar prior to the start of the school year; three (3) days of professional development will be added to post-planning. Up to four (4) Saturdays during the school year will also be utilized for professional development.

U.S. Grant is considering modifying the Student Code of Conduct to maximize instructional time and minimize out-of-school suspensions. Student Code of Conduct mandates out-of-school suspension for specific disciplinary issues. Each event will be reviewed to determine if the student can be best served through a combination of out-of-school and in-school intervention.

SCHOOL SUSTAINABILITY EFFORTS

The primary focus of the School Improvement grant is to develop the capacity of U.S. Grant High School staff to assure sustainability of effective instructional practices. All stakeholders and the leadership team involved in the planning and preparation for the Turnaround Model will share in ensuring implementation with fidelity.

The additional contract days and professional development days that are included in the SIG plan will be provided in subsequent years utilizing available Title I, Title II and/or general funds at the end of the grant period. Professional development will continue as a normal component of the Campus Improvement Plan. See individual professional development details in section 4 of the action plan above for further information regarding sustainability.

In regard to expanded learning time, it is the hope that once capacity is built via personnel and professional development, the funds utilized for professional development during the three-year, intensive training period (e.g., the “training” of the trainers) will be shifted to support the additional 60 minutes of instructional time.

U. S. Grant High School conducted the Needs Assessment from WISE. The site will also utilize WISE for strategic planning purposes and as a coaching tool.

Oklahoma City Public School's Planning, Research and Evaluation has been and will continue to be actively involved in the collective of formative and summative data.

Title I Funding will be another resource to help sustain the requirements of the grant after the life of the grant. Other possibilities for funding sources will be explored; we will actively seek assistance from the community partners mentioned in section 9 of the action plan above.

A written transition plan will be developed to assure that effective strategies implemented through the turnaround model are sustained in subsequent years.

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

Oklahoma City Public Schools (OKCPS) is in the process of developing a strategic framework on which both internal and external stakeholders will build and move forward. The planning and review process for the framework is underway and will involve students, district employees, parents, community members, and our business partners. The strategic planning will complement the goals of the Turnaround Model. A planning team made up of site leadership, district leadership, and union representatives have been involved with meetings and planning throughout the restructuring process. School leadership teams have also been involved. The Tier I site has had faculty and staff meetings, parent and community meetings to discuss the selection of the intervention model, and the model's design. At community meetings stakeholders were given the opportunity to ask questions. At one community meeting hosted by the district and site there were several calls to action by the audience for parent and community involvement to support the reform efforts.

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

BUDGET SECTION

SCHOOL BUDGET NARRATIVE

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

- Add at least one (1) hour of instructional time per school day or adopt an alternate/extended school year calendar that adds time beyond the additional one hour of instructional time per day for each identified Tier I and Tier II school;
- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in Tier I and Tier II school to be served;
- Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

U. S. Grant High School is engaged in a turnaround model. This model necessitates professional development strategies for improved instructional delivery. Likewise, adjustments are needed for extended day instruction and extended teacher/administrator pay to compensate for additional time

A series of professional development opportunities will be provided to the instructional staff at U.S. Grant High School. Among these strategies include: PLC (Solution Tree), Marzano Grading and Assessment Strategies, on-site technology training, Teacher ELL/ESL training, Parent ELL training, and Parent Portal and SmartWeb training.

Teachers will receive training on-site regarding technology use in instructional delivery methods. PLC training will be focused on collaborative planning and building common assessments. On-site training will be conducted to improve teacher progression regarding the professional learning community design. Marzano’s team will conduct training emphasizing grading and assessment practices. Technology specialists will provide training on-site during planning and after-school hours regarding Smartboard, email, and other district media programs. U.S. Grant High School has a growing ELL population. Therefore, training will extensively involve preparing teachers to better produce lessons that will engage the ELLs. Parents will receive SmartWeb and district Portal training. This will improve parental contact and communication.

U.S. Grant High School will add 60 minutes additional instructional time to each school day. Teachers will be compensated for a portion of the extended time (see section 3 of the action plan for additional detail). Administrators will also be compensated for the additional time in the schedule.

Book studies will be conducted to further awareness of educational vision as determined by the site. Administrators, teachers, and students will engage in research-based readings focusing on aspects of teacher performance, student learning, and educational progress. Administrators and teachers will analyze effective teaching strategies, leadership traits, and professional learning community tenants that are research-based and determined to provide student success.

U. S. Grant High School currently provides 250 minutes of protected collaboration time for teachers to work in professional learning communities. Beginning with the 2010-2011 school year, teachers will have 260 minutes of protected collaboration time. This collaboration time comes at no additional cost to the site since it is already in place.

Additionally, teachers will be compensated pay for performance based upon student test scores in Mathematics and Reading/English. U.S. Grant High School will set performance standard goals in conjunction with district and national norms to provide certain student growth.

An additional five (5) days of professional development before the school year begins will serve as a Teacher Institute, as well as three (3) days at the conclusion of the school year. Projected topics during the Teacher Institute include BLC, PLC, Marzano, Turnaround Model, 9th Grade Academy, and ELL strategies workshops. Additional training on the selected turnaround model will be provided for new teachers that join the school after the start of implementation. Professional development topics will include instructional strategies, building academic vocabulary, and literacy.

Oklahoma City Public Schools will employ an Executive Director of School Turnaround. The Executive Director of School Turnaround will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SDE. U.S. Grant High School will budget for 0.33 FTE of the salary and benefits cost.