

# OKLAHOMA LEA APPLICATION INSTRUCTIONS

## SCHOOL IMPROVEMENT GRANTS 1003(g)

### PURPOSE OF THE SCHOOL IMPROVEMENT GRANT (1003(G) PROGRAM

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through state educational agencies (SEAs) to local educational agencies (LEAs).

**Oklahoma’s Definition of Persistently Lowest-Achieving Schools-Priority Schools:** On February 8, 2012 the United States Department of Education approved Oklahoma’s ESEA Flexibility Waiver. The **Priority School definition (as modified from ESEA Flexibility Waiver for Oklahoma)** is used to define Oklahoma’s Persistently Lowest-Achieving Schools. A Priority School is: (1) a Title I school among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; (2) a school among the lowest five percent of all schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; (3) a Title I-participating, a Title I-eligible, and/or a non-Title I high school with a graduation rate less than 60 percent for three consecutive years; or (4) All Priority Schools receiving SIG funds to implement a school intervention model. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state. Any sections that formally apply to Tier I, Tier II, and Tier III schools now apply to Priority Schools.

**Schools currently receiving the SIG grant are not eligible to apply for this competition.**

Additionally, references made throughout the application to school improvement, corrective action, and restructuring, no longer exist under the ESEA Flexibility Waiver for Oklahoma.

### FOUR INTERVENTION MODELS:

Any Priority Schools an LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. A more detailed description of each model can be found in Appendix A of this application.

Turnaround model – Replace the principal (although a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years may be retained, if agreed upon by the LEA, SEA, and USDE), rehire no more than 50% of the staff, and grant greater autonomy to the principal.

Restart model - Convert a school or close and reopen a school under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal (although a principal recently hired where a turnaround, restart, or transformation was instituted in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE) and implement a rigorous staff evaluation and development system; (2) institute comprehensive instructional reforms; (3) increase learning time and apply community-oriented schools strategies; (4) reward staff who increase student achievement and graduation rates and remove staff who have not improved after ample opportunity; and (4) provide operational flexibility and sustained support.

**Note: An LEA with nine or more Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.**

### **TURNAROUND OFFICE(R)**

Turnaround Office(r) – Schools must employ an FTE as a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of the reform efforts at the site level. This office will also be responsible for coordinating and communicating with the Oklahoma State Department of Education (OSDE) about the school’s progress and efforts toward meeting the goals of the 1003(g) grant.

Job Description of Turnaround Officer –

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Liaise between the OSDE, School Support Team Leader(s), central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to OSDE.
- Attend all OSDE required professional development and meetings.

## **ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT**

Collaboration Time – LEAs must provide at least 90 minutes of scheduled and protected collaboration time per week for each teacher in a Priority School.

Professional Development – LEAs must provide at least five (5) days of site-based training on initiatives to support the goals of the application for each teacher in a Priority School. Additionally, the LEA must also provide a five (5) day teacher academy or institute on school improvement initiatives and information about the requirements of the 1003(g) grant.

New Teachers –LEAs must provide additional training on the requirements of the 1003(g) grant, the chosen intervention model, and initiatives to support school improvement efforts for new teachers that join turnaround schools after the start of implementation of the selected intervention model.

Resources and meetings – LEAs must utilize the OSDE’s State System of Support for technical assistance. A School Support Team Leader will be provided for each school receiving 1003(g) funds. The SEA will perform School Support Team Leader (SSTL) visits at each Priority School receiving 1003(g) funds. The primary function of SSTL visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. In addition, Priority Schools will be required to utilize a Web-based integrated planning tool. This online planning and coaching tool will allow the SEA to continuously monitor a school’s progress toward goals. The coaching feature of this online system also provides opportunities for Priority Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators.

## **REQUIRED APPLICATION COMPONENTS**

Instructions for completing the LEA application should be carefully read and followed.

**Only complete applications will be submitted to the review team.**

This application includes an LEA section, a school section to be completed for each school served, and a budget section. Each LEA is to complete the LEA section, one school application for each Priority School to be served, and the budget section. See the application checklist below for required application forms and documentation.

<b>Required Component/Documentation</b>	<b>Number of Pages</b>
<b>LEA Section</b>	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
<b>School Section (to be completed for each school served)</b>	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Pre-Implementation	Up to 5 pages
School Action Plan for Selected Model	As Needed
<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for <i>each</i> school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for <i>each</i> school served)	Attachment

## **APPLICATION SUBMISSION AND DUE DATE**

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, April 11, 2014. Grant applications may be submitted electronically\*, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:

- Missing required materials or documents
- Incorrect budget information (i.e., request exceed maximum amount)
- No signature or signatures are not original

**Additional information or clarification may be requested before approval is granted.**

*\*OSDE strongly prefers to receive an LEA's FY2013 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2013 application to [richard.caram@sde.ok.gov](mailto:richard.caram@sde.ok.gov). In addition, the LEA must submit a paper copy signed by the LEA's authorized representatives to the contact listed on the Oklahoma LEA application.*

All grant applicants will be notified within four weeks. Applicants may be partially or fully funded, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring expenditures.

**Expenditures incurred before approval are not reimbursable.**

## **APPLICATION RESOURCES**

A list of links to helpful information regarding 1003(g) grants can be found in Appendix B of this application.

## **APPLICATION REVIEW**

The LEA application for 1003(g) will undergo a rigorous review process by a review panel. LEA applications will be reviewed according to the rubric included in Appendix C of this application. In the event the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies, the SEA will prioritize schools that demonstrate the greatest overall need as evidenced by student academic progress over a number of years.

## **APPLICATION CONTACTS**

LEAs requiring assistance or with questions about the application should contact the OSDE Office of School Improvement/School Turnaround.

Richard Caram, Assistant State Superintendent, School Improvement/School Turnaround  
[richard.caram@sde.ok.gov](mailto:richard.caram@sde.ok.gov)  
405-522-0855

Iva Owens, State Director, C<sup>3</sup> Partnership Schools/School Turnaround  
[iva.owens@sde.ok.gov](mailto:iva.owens@sde.ok.gov)  
405-522-3263

# APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

## LEA SECTION

### LEA APPLICATION CHECKLIST

LEAs applying for 1003(g) funds must complete the LEA section of the application and submit any required documentation (listed below as attachment). The LEA is required to only submit one (1) LEA section regardless of number of Priority Schools to be served.

Required Component/Documentation	# of Pages
<b>LEA Section</b>	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages

### APPLICATION COVER SHEET

LEAs must complete one (1) application cover sheet regardless of number of Priority Schools to be served. Applicants should ensure that all information is complete and correct and original signatures are included on the submitted application.

### ASSURANCES FOR OKLAHOMA LEA APPLICATION

LEAs applying for a 1003(g) grant must read carefully and sign the Assurances Agreement. Signature certifies that the LEA and school will comply with all applicable federal, state, and local laws pertaining to the application and with all requirements of the 1003(g) School Improvement Grant.

#### Assurances –

- A. Sub-grantees will implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.
- B. Sub-grantees will establish annual goals for student achievement on the state’s academic assessments in reading/language arts, mathematics, and graduation rate (if applicable).
- C. Sub-grantees will include in any contract with a charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).

- D. Sub-grantees will report school level data, including trend data over a number of years in the following areas:
- a. Number of minutes in the school year;
  - b. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
  - c. Dropout rate;
  - d. Graduation rate (if applicable);
  - e. Student attendance rate;
  - f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
  - g. Discipline incidents;
  - h. Truancy rate;
  - i. Postsecondary student enrollment; and
  - j. Teacher attendance rate.
- E. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
- a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - b. Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
  - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.
- F. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an online integrated planning and coaching tool.
- G. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
- H. Sub-grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
- I. Sub-grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

### **SCHOOLS TO BE SERVED**

An LEA funded by the 1003(g) grant must serve all its eligible Priority Schools unless the LEA demonstrates a lack of capacity to serve all such schools. In this case, the LEA should serve those schools which have the greatest need and demonstrate the strongest commitment to turnaround the school.

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2010 and FY2011 SIG 1003(g) funds. In the second chart, the LEA must list all schools that are eligible to receive FY2013 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority School is eligible, but is not applying for FY2013 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served”

and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

More detailed information about selecting an intervention model is found in the Application Instructions for the School Section of this application.

**LEA CAPACITY**

The LEA must demonstrate it has the capacity to use 1003(g) funds to provide adequate resources and related support to each Priority School identified in the LEA’s application in order to implement fully and effectively the selected intervention at each of those schools.

LEAs should consider school, district, and community capacity when selecting an intervention model as each intervention model requires unique responsibilities of those involved. The criteria the SEA will use to evaluate LEA capacity are included in the chart below. The LEA must address all criteria in the LEA Capacity section of this application providing specific and detailed information.

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

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

<b>Indicators</b>	<b>Model(s) of Intervention</b>
<ul style="list-style-type: none"> <li>• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf">http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf</a>.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>• The ability of the LEA to serve the identified Priority Schools has been addressed.</li> </ul>	All Models



<ul style="list-style-type: none"> <li>The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf</a>.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measurable objectives (AMOs) in at least reading/language arts and mathematics.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</li> </ul>	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> <li>The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.</li> </ul>	School Closure
<ul style="list-style-type: none"> <li>The LEA completes the grant application within the timelines set forth in the application.</li> </ul>	All Models
<ul style="list-style-type: none"> <li>Assurances are signed and submitted with the application.</li> </ul>	All Models

**LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS**

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers. This written policy should include how the LEA will analyze the operational needs of the school and the goals and expectations for the provider, how the LEA will research and prioritize available providers, how LEAs will engage parents and other stakeholders in the review and selection process, how the external provider’s progress towards goals will be reviewed, and define consequences for the provider if the goals and expectations are not met. For this section, LEAs must attach the written procedure/policy to recruit, screen, and select external providers.

The LEA must also submit a detailed justification for the selection of each provider included in the application. The justification should include any information related to the documentation of research proven history of success of this provider, the alignment of the external provider with existing LEA services or initiatives, the capacity of this provider to perform the services at the school, and the data-based evidence of the provider’s success with similar populations.

**INTEGRATION OF SERVICES**

The LEA must complete an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. Resources LEAs may consider when completing the Integration of Services Chart include:

<b>Resource</b>	<b>Model(s)</b>	<b>Examples of Alignment with 1003(g)</b>
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Stipends for teachers attending professional development</li> <li>• Supplemental instructional materials for extended school hours</li> </ul>
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> <li>• Salary for instructional facilitator to provide ongoing professional development and coaching</li> </ul>
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Professional development in strategies for English language learners</li> </ul>

## **LEA MODIFICATION OF POLICIES AND PROCEDURES**

The LEA may need to modify its policies and practices to enable the schools to effectively implement the selected intervention models. LEAs must submit a narrative explaining its plans to modify policies or practices. Examples of modifications an LEA may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs).

## **LEA SUSTAINABILITY EFFORTS**

The LEA must submit a plan for sustaining the reforms after the funding period for 1003(g) ends. In this plan, LEAs must address how all stakeholders were involved in the planning phase of the intervention model and will share leadership throughout implementation; the written plans for transitions of staff, funding and the exit of external providers; the strategic planning process the LEA has in place and how it incorporates an integrated online planning and coaching tool into that process; the formative and summative data system the LEA has in place; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; and how the Title I, Part A schoolwide plan incorporates the goals and action steps of the 1003(g) application.

# APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(G)

## SCHOOL SECTION

### SCHOOL SECTION CHECKLIST

For **each** Priority School to be served, the LEA should provide the information included in the School Section Checklist.

<b>School Section (to be completed for each school served)</b>	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> School Needs Assessment	Up to 5 pages
<input type="checkbox"/> School Identification of Intervention Model	Up to 5 pages
<input type="checkbox"/> School SMART Goals	Up to 5 pages
<input type="checkbox"/> School Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> School Modifications of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> School Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> School Action Plan for Pre-Implementation	Up to 5 pages
<input type="checkbox"/> School Action Plan for Selected Model	As Needed

### APPLICATION COVER SHEET

For each Priority School served, the LEA should provide an application cover sheet. LEAs should ensure all information provided is correct and complete.

### SCHOOL NEEDS ASSESSMENT

The LEA must describe how it has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools.

For each Priority School, the LEA must conduct a comprehensive needs assessment, utilizing external evaluators as necessary, to identify the strengths, weaknesses, and areas of critical need. For each Priority School, the LEA must describe the needs assessment process and summarize the results of the data analysis. The LEA must identify the intervention model selected for each school and the relationship between the results of the needs assessment and this selected intervention model.

LEAs must include in the description of the needs assessment:

- A list of the multiple sources of data used which could include, but is not limited to student and staff profiles, student achievement data, graduation rate, curriculum analysis data, instructional practices inventories, focus walk data, school culture surveys, student, family and community surveys, professional development inventories and evaluations, leadership evaluations, and budget analysis;
- A list of who was involved in the needs assessment and the role each person involved played in the process;

- A description of the process used by those conducting the needs assessment to collect, analyze and report data.

LEA must provide in its summary of the data analysis:

- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment.

## **SCHOOL IDENTIFICATION OF INTERVENTION MODEL**

Selecting the appropriate intervention model for each Priority School as evidenced by data will be critical to the success of the intervention. For this reason, the LEA should ensure the selected intervention model is closely aligned with the needs of each site. To assist LEAs in this selection, the National Center on Innovation and Improvement in its *Handbook on Effective Implementation of School Improvement Grants* has provided some guiding questions for each model:

### **Turnaround Model**

- How will the LEA select a new leader for the school, and what experience, skills, and training will the new leaders possess?
- How will the LEA assign effective teachers and leaders to the lowest achieving schools?
- How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
- How will staff replacement take place?
- What supports will be provided to staff being assigned from other schools?
- What are the budgetary implications of this model?
- What is the LEA's capacity to execute and support this model?
- What changes in operational practice must accompany the infusion of human capital?

### **Restart Model**

- What qualified charter management organizations (CMOs) or education management organizations (EMOs) are willing to partner with the LEA to start a new school?
- Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served – home grown charter school, CMO, or EMO?
- How will support be provided to staff that are reassigned to other schools as a result of the restart?
- What is the LEA's capacity to support the charter school?
- How will the SEA assist the restart?
- What performance expectations will be contractually specific for CMOs, EMOs, or charter organizations and what will the contractual consequences be if the expectations are not met?

### **Transformation Model**

- How will the LEA select a new leader for the school and what experience, training, and skill will the new leader be expected to possess?
- How will the LEA enable the new leader to make staff replacements?
- What is the LEA's capacity to support the transformation?
- What changes in policies and procedures must accompany the transformation?

- What changes in operational practice must accompany the transformation; and, how will these changes be implemented and sustained?

### School Closure Model

- What are the metrics to identify schools to be closed?
- What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the community?
- How will the students and their families be supported by the LEA through the re-enrollment process?
- Which higher achieving schools have the capacity to receive students from schools being considered for closure?
- How will the receiving schools be staffed with quality staff to accommodate the increase in students?
- What safety and security considerations might be anticipated for students of the school to be closed and the receiving school?
- What are the budgetary implications?
- How does school closure fit within the LEA’s overall reform effort.

Based on the results of the needs assessment, the LEA must identify an intervention model for each school to be served and provide in the application a narrative describing the correlation between the results of the data analysis and the selected intervention.

**Note: An LEA with nine or more Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.**

### SCHOOL SMART GOALS

LEAs must establish annual goals for three (3) consecutive years for each Priority School in the areas of reading, mathematics, and graduation rate (if applicable). These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

**Strategic and Specific  
**Measurable  
**Attainable  
**Results Based  
**Time Bound**********

Strategic – Strategic goals reflect the areas of highest need, the area where the gap between the school’s vision and current reality is the greatest. To be strategic also means that a goal must align with other initiatives, such as those in the district.

Specific – Specific goals identify, with sufficient detail, the who and what the school needs to target. Specificity allows schools to focus resources and attention for the greatest benefit.

**Measurable** – A measurable goal is one that defines the starting point and the final value to be achieved. By using measurable goals, school can adjust resources or reforms based on continuous evaluation and feedback.

**Attainable** – Attainable goals are those that have a final value, a measure that is reachable within the given time frame. Attainable goals, however, are not goals that are aimed low, but rather are goals that stretch the previous achievement level.

**Results-Based** – Results-based goals are those that have built in benchmarks or progress monitoring checks to measure efforts. Assessments, evaluation tools and responsible parties are all assigned before efforts begin.

**Time Bound** – A time bound goal is one that has a specific time frame. This is critical as it builds internal accountability and motivates those involved to take action.

**Examples of SMART Goals –**

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2012-2013 school year, as evidenced by 75% or more of students scoring proficient or better on weekly standards-based assessments.

*NOTE: SMART goals may require revision prior to the beginning of each school year.*

On the application, the LEA must identify annual SMART goals for three (3) consecutive years for each Priority School in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include annual SMART goals for graduation rate for three (3) consecutive years.

**SCHOOL INTEGRATION OF SERVICES CHART**

The LEA must complete for each Priority School an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models.

Resources LEAs may consider when completing the Integration of Services Chart include:

<b>Resource</b>	<b>Model(s)</b>	<b>Examples of Alignment with 1003(g)</b>
Title I, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Stipends for teachers attending professional development</li> <li>• Supplemental instructional materials for extended school hours</li> </ul>
Title II, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Registration and travel for teachers attending National Conferences and Workshops</li> </ul>

		<ul style="list-style-type: none"> <li>• Salary for instructional facilitator to provide ongoing professional development and coaching</li> </ul>
Title III, Part A	Turnaround, Transformation, Restart	<ul style="list-style-type: none"> <li>• Professional development in strategies for English Language Learners</li> </ul>

**SCHOOL MODIFICATION OF POLICIES AND PROCEDURES**

In addition to the policies and procedures that may need to be modified by the LEA, a Priority School may also need to modify its policies and practices to enable the school to effectively implement the selected intervention model. LEAs must submit a narrative explaining the school’s plans to modify policies or practices. Examples of modifications a school may make include providing flexibility in hiring practices at the site level, scheduling protected collaboration time, or adopting an alternate/extended calendar for Priority Schools, and/or change the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, credit recovery programs).

**SCHOOL SUSTAINABILITY EFFORTS**

In addition to the plans the LEA must submit information for sustaining the reforms after the funding period for 1003(g) ends. The school must address how it is involving all stakeholders in the implementation and the efforts at the school level that are being made to plan for transition including: written plans for transitions of staff, funding and the exit of external providers; a strategic planning process; incorporation of the online integrated planning and coaching tool into that process; a formative and summative data system; any other funding sources that have been secured or are being actively sought to enable the school to continue initiatives; how the school is building capacity through collaborative leadership; and how the Title I, Part A schoolwide/school improvement plan incorporate the goals and action steps of the 1003(g) application.



## **SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION**

LEAs may use FY2009 reallocated SIG 1003(g) ARRA funds for pre-implementation. This period of time enables an LEA to prepare for full implementation of the chosen intervention model at the start of the 2014-2015 school year. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

LEAs will be required to submit an action plan for each Priority School served by FY2009 reallocated SIG 1003(g) ARRA funds. This action plan is in addition to the School Action Plan for the Intervention Model. LEAs will also be required to submit a separate budget justification worksheet for the pre-implementation period. More information on the budget justification worksheet is included in the budget section of this document.

According to Section J of the Guidance on FY2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:

- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures will be reviewed and determined as allowable if they 1) directly relate to the full and effective implementation of the intervention model; 2) address the needs identified by the LEA in the comprehensive needs assessment; 3) advance the overall goal of the SIG program and support the school goals as indicated in the SIG application; 4) represent a meaningful change that will help improve student achievement; 5) are supported by scientifically based research; 6) are reasonable and necessary as defined in the general cost principals governing the SIG program; and 7) are supplemental and in no way supplant funds.

Activities that are not allowable during this period include paying unassigned teachers, buying out the remainder of a principal's contract, and conducting a needs assessment.

In this section of the application, the LEA should explain in detail the plans for pre-implementation including specific strategies, persons responsible, and a timeline for actions.

## **SCHOOL ACTION PLAN FOR INTERVENTION MODEL**

The LEA must submit for each school to be served a yearly action plan for three (3) consecutive years for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

Action plans can be expanded as needed and should be submitted for each Priority School.

# APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

## BUDGET SECTION

### BUDGET SECTION CHECKLIST

An LEA must submit the requirements listed on the budget checklist for the LEA and for **each** Priority School to be served. The budget pages should be no more than five (5) pages for the LEA and five (5) pages for each school to be served plus attachments.

<b>Budget</b>	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for each school served)	Up to 5 pages
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for each school served)	Attachment

### LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2014-2015, 2015-2016, 2016-2017). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- LEA may establish at the school site an FTE (the percentage of FTE will be contingent upon LEA capacity) for a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.
- Provide oversight and monitoring of school implementation of intervention model(s).

### SCHOOL BUDGET NARRATIVE

The LEA must provide a budget narrative for each Priority School to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

- 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 **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

In this narrative, the LEA must provide a detailed plan for pre-implementation. The plan must include specific strategies that will occur, an explanation of how the strategies will ensure full implementation of the model in the 2014-2015 school year, an identification of persons responsible for the actions, and a detailed timeline.

### **LEA SUMMARY BUDGET AND JUSTIFICATION**

The LEA must also submit a comprehensive Summary Budget page totaling the district Summary Budget Page and the school Summary Budget Pages for all Priority Schools. The Summary Budget Pages must be signed by the LEA Superintendent and the designated financial officer.

Budgets will be reviewed by the School Support/ School Improvement team for accuracy.

### **SCHOOL SUMMARY BUDGET AND JUSTIFICATION**

The LEA must submit for each school to be served, a Summary Budget and Justification Page for each year of the grant.

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2014 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

Budgets submitted for Priority Schools should **not** exceed the maximum allowable during each of the three (3) fiscal years over the period of availability of the grant for each identified school.

### **PRE-IMPLEMENTATION BUDGET**

The LEA must also 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 FY2013 School Improvement Grants.

**OKLAHOMA LEA APPLICATION  
SCHOOL IMPROVEMENT GRANT 1003(G)**

**LEA SECTION**

<p>Legal Name of Applicant:  Anadarko Public Schools</p>	<p>Applicant's Mailing Address:  1200 South Mission Anadarko, OK 73005</p>
<p>Local Educational Agency Contact for the School Improvement Grant</p> <p>Name: Lynn Bellamy</p> <p>Position and Office: Assistant Superintendent, Anadarko District Office</p> <p>Contact's Mailing Address: 1400 South Mission, Anadarko, OK 73005</p> <p>Telephone: (405) 247-6605</p> <p>Fax: (405) 247-6819</p> <p>Email address: lbellamy@apswarriors.com</p>	
<p>Superintendent (Printed Name): Cindy Hackney</p>	<p>Telephone: (405) 247-6605</p>
<p>Signature of the Superintendent</p> <p>X _____</p>	<p>Date:</p>
<p>The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.</p>	

## ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

- A. Sub-grantees will use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. (*federal*)
- B. Sub-grantees will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. (*federal*)
- C. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. (*federal*)
- D. Sub-grantees will establish annual goals for student achievement on the state's academic assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. (*federal*)
- E. Sub-grantees that implement a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. (*federal*)
- F. Sub-grantees will report school-level data required under section III of the final requirements (*federal*).
- G. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
  - a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
  - b. Provide at least five (5) days of site-based training **and** a five (5) day teacher academy or institute for each teacher in each Priority School to be served; and
  - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.
- H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and the online integrated planning and coaching tool.

- I. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
- J. Sub-grantees must ensure that any school receiving 1003(g) funds and does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
- K. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.
- L. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

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Signature of Superintendent

Date

In the chart below, indicate the schools the LEA will serve by completing the table below. For Priority Schools, identify the Intervention Model Selected for each school.

		<b>INTERVENTION MODEL</b>
	NCES	

**Note:  
LEA  
nine  
more**

		Turnaround	Restart	School Closure	Transformation
Mission Elementary					X

**An  
with  
or**

**Priority Schools, including both schools that are being served with FY2010 or FY2011 SIG 1003(g) funds and schools that are eligible to receive FY2013 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.**

**Schools Served with FY2010 SIG funds:**

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
NA					

**Schools Served with FY2011 SIG Funds (add more rows as needed):**

**Schools Eligible for FY2013 SIG Funds (add more rows as needed):**

School Name	NCES ID #	INTERVENTION MODEL				
		Turnaround	Restart	School Closure	Transformation	Will Not be Served
NA						

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

SCHOOL NAME	NCES ID #	REASON LEA LACKS CAPACITY TO SERVE THE SCHOOL
NA		



**LEA CAPACITY**

In the chart below, provide detail of the LEA’s capacity to address the required indicators below. Be specific and thorough in the narrative, providing evidence the LEA has the capacity to implement the selected intervention model with fidelity.

<b>Indicators</b>	<b>LEA Narrative</b>
<ul style="list-style-type: none"> <li>The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.</li> </ul>	<p>Mission Elementary will be implementing the Transformation Model. The calendar has been determined with the objectives and activities already being detailed. Our leadership team has been assembled and the roles have been clearly and deliberately assigned. Professional Development consumes a large portion of our grant as well as salaries for necessary staff.</p>
<ul style="list-style-type: none"> <li>The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design.</li> </ul>	<p>Our stakeholders included our faculty, administration, parents, the local tribal offices, Western Farmers Electric, our mentor volunteers and Wind Hollow. Stakeholders were surveyed and those results were used to guide our decision as to the model’s design.</p>
<ul style="list-style-type: none"> <li>Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf">http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf</a>.</li> </ul>	<p>Anadarko Schools’ teaching staff is 100% Highly Qualified. Mission Elementary has had excessive PD in the areas of interventions, creating assessments, analyzing data, technology usage in the classroom (iPads, computers and Smartboards), PLC’s, Everyday Math, Voyager and Passport to support literacy and classroom management. Our staff has the ability to meet the massive needs of our students and our new principal, instructional coach, counselor and Turnaround Officer have the ability to cause much change and enhance the capabilities of</p>

	<p>our staff. The whole school culture in this building has made drastic improvements over the last year and this culture will help set the table for great success. Those leaders are charismatic, hard-working, willing to work with new, yet proven methods and drop those past strategies that were ineffective and they are willing to make the tough decisions that would cause improvement and change to take place in this building.</p>
<ul style="list-style-type: none"> <li>• The ability of the LEA to serve the identified Priority Schools has been addressed.</li> </ul>	<p>Mission Elementary had a site grade of a “D” last year. The district has supported the site with additional set aside funds for the past two years in Title I funding and additional Title II funds for staff PD. We realized that change does not take place without additional training, effort, leadership, staffing and knowledge of where each student is at in their educational process. The district has supported Mission through on-site training for its leadership team by qualified professionals and will support both financially and professionally to insure educational achievement and improvement.</p>
<ul style="list-style-type: none"> <li>• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at <a href="http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf">http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf</a>.</li> </ul>	<p>We just replaced the Mission Principal at the beginning of the 12-13 school year. Mr. Barrett has done an outstanding job making many tough decisions in his first year in office. He has taken a culture of dis-trust and anger and changed it to a site that truly cares for its students and wants to work together for the best of our kids. This is Mr. Barrett’s first job as a principal and he</p>

	<p>has worked hard to learn his craft and win the respect of his staff. He has worked with expert in curriculum development and instruction, staff management and evaluations and he has the stamina to make the tough, unpopular decisions when it is best for his students. He has worked extensively with the schedule to make improvements to aid achievement this school year as well. The training he received this year through the University of Virginia Project has been invaluable and has equipped him to raise his level of expertise and ability therein to new heights. Anadarko believes Mr. Barrett can lead Mission to substantial improvement as we raise our standards and our scores.</p>
<ul style="list-style-type: none"> <li>• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.</li> </ul>	<p>The LEA has received excessive feedback and training from the University of Virginia Project this year. This program has helped to open many doors for our district and this site as well. We have also received much feedback through the surveys and benchmarks that we have given throughout the year. Our PLC's meet weekly and the leadership team is in touch with where Mission is and what needs to be changed to help Mission reach its goals. Our district leadership team has also analyzed the status of each site through a variety of data such as the TLE, benchmarks, state test scores, Literacy First Assessments, leadership training through UVA and Literacy First Consultants, teacher and student attendance and other</p>

	factors and it has been determined that the Transformation Model is the most appropriate for Mission Elementary.
<ul style="list-style-type: none"> <li>The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.</li> </ul>	<p>The overall budget for the 3 years (2014-2017) has been completed as well as each individual year's budget. The budgets directly reflect the needs of Mission as it addresses our outside vendors for PD (Solution Tree), the Turnaround officer, Reading and Math Tutors, professional development stipends and leaders, 5 day teacher academy, 5 day new teacher training, costs for the extended day, merit pay for raised test scores, technology and basic PD and support for our staff. Each item is directly related to the budget requirements and meets those needs. The budget is at the end of the application.</p>
<ul style="list-style-type: none"> <li>The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.</li> </ul>	<p>The principal, instructional coach and the turnaround officer will be located on site. Mission will be monitored daily by multiple officials including the OSDE School Support Team. This constant surveying, monitoring and evaluating of the practices, instruction, classroom management and progress will insure that Mission Elementary is staying on course for increased student achievement. The constant study of the data such as state testing scores, benchmarks, common assessments, discipline and attendance will help drive the interventions for its students. The five built in Data Days, along with the weekly evaluation of this data will help to meet the</p>

	needs of Mission students as individuals and not just meet them in mass.
<ul style="list-style-type: none"> <li>The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.</li> </ul>	<p>Mission Elementary will be able to extend their school day as we will increase instructional time for all by 30 minutes per day. We will do this by adding 15 minutes to the beginning and the end of each school day. This will be done by paying a stipend to our teachers of \$2620 and para pros \$1675 for the additional minutes added to their schedules. By adding 30 minutes per day, it adds 2 ½ hours of instructional time per week and almost 80 hours for the school year. Our teachers will utilize that in filling the holes of our students in the areas of Reading and math. Great strides will be taken through a small amount of time given each week. We will change the bus routes for the schools to allow this to be done with minimal disruptions to the other schools pick up schedules.</p>
<ul style="list-style-type: none"> <li>The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.</li> </ul>	<p>Mission Elementary has chosen Lucy McMillan as the Turnaround Officer. She has been our instructional coach for 9 years and is certified as a Reading Specialist and as an Elementary Teacher as well. She has been in our system for 20+ years and has always been a leader in staff development and is on the forefront in educational reforms and practices. Mrs. McMillan is very driven and wants Anadarko Schools to be the best in the state and is willing to do whatever is necessary to achieve that goal. She is very knowledgeable in the standards to be taught and the</p>

	<p>best methods for teaching, re-teaching and interventions to close the gaps with our students and help raise them to the next level. Mrs. McMillan will do the tough things it takes to make her teachers better as our student performance and academic achievement must be improved. This can only be achieved by changing some of the present practices and beliefs. She also is very familiar with our staff and our students which will make her even more effective in this role.</p>
<ul style="list-style-type: none"> <li>The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics.</li> </ul>	<p>The LEA already meets weekly to discuss both classroom and individual data. Plans for instruction, interventions and re-teaching come from these weekly sessions. The LEA is glad to extend that time to 90 minutes per week which will allow more thorough collaboration which will allow us to break down our students' needs more effectively and meet those more efficiently.</p>
<ul style="list-style-type: none"> <li>The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</li> </ul>	<p>The Turnaround Officer will meet and communicate regularly with the SEA staff. Her experience and knowledge in school reform and turnaround will be very useful. She is an expert in instruction, state standards and assessments and how they relate to our school's success. She will also meet and communicate with our LEA administrative team which consists of Superintendent Cindy Hackney, Assistant Superintendent Lynn Bellamy, Director of Special Education Jowanna Hudson, Mission Principal Jeff</p>

	Barrett, East Principal Danny Harris and Middle School Principal Doug Hall. This communication is of the utmost importance as we keep Mission on track for a quick yet thorough and sustainable turnaround.
<ul style="list-style-type: none"> <li>The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.</li> </ul>	We currently have the state STEM grant and have been very active in many federal and state grants such as the University of Virginia Grant, 21 <sup>st</sup> Century, OPAT, One to One and AVID and our audits have never revealed any questionable findings.
<ul style="list-style-type: none"> <li>The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools.</li> </ul>	Mission has completed a parent survey, a student survey, a faculty Needs Assessment and a technology survey to lead the planning for this program. That planning includes the monitoring of it to assure its success. Our school wants Mission to be successful in preparing our students for the world, whether it is working or college. The district will support this school to the full extent of the guidelines of the grant. The results of these assessments have given the LEA valuable feedback in the areas of communication, climate, reading at home and school and general family participation. In order for this grant to be successful, our principal and Turnaround Officer will be actively engaged and monitoring everything that will be done.
<ul style="list-style-type: none"> <li>The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.</li> </ul>	The local LEA has actively worked to meet the extra needs of our students. Both after-school and summer school programs have been held whenever possible through our federal funds or grants. The LEA has gone the extra mile to furnish PD

	through on-site consultants, conferences and trainings that were paid for through both local and federal funds as well. Our school leadership team has been working on school reform for the past 3 years among all the other vast changes in education. We realize that we face many tough challenges when educating our students but through hard work, knowledge, a caring spirit and the willingness to face the tough tasks, we will succeed.
<ul style="list-style-type: none"> <li>The LEA completed the grant application within the timelines set forth in the application.</li> </ul>	The grant will be submitted on or before the April 11 <sup>th</sup> deadline.
<b><i>Only For LEAs implementing School Closure</i></b>	
<ul style="list-style-type: none"> <li>The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.</li> </ul>	NA

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

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



## LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

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

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

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

*We have selected Solution Tree as our outside provider. They have led in the PLC innovation throughout the United States and have been a leader in educational reform, both at the classroom level as well as the administrative level. They have been selected by the Oklahoma City Public Schools to be the outside provider for their School Improvement Grant. Solution Tree has led many conferences Anadarko Schools has attended for PLC's, interventions, classroom reforms in grading, discipline and instruction, school culture, assessments, data and the roles of leadership in our schools today. We have worked extensively with Solution Tree when beginning our PLC's and our work with interventions. The guidance they give is truly ground-breaking and will cause one to step out of their comfort zone for the betterment of the students. Solution Tree is one of the most nationally renowned PD providers for their insight into educational reform and overall breaking of the molds that we have cherished in education for years. They have the ability to provide PD to help our staff educate students by analyzing their individual data and developing a plan to reach those students who are struggling. We have more than 80% Native American and minority students with a Free and Reduced Lunch percentage of being 83% and Solution Tree provides PD to help understand the background of students and can give particular training to help motivate and affect change in students from different races and social demographics. Everyone does not come from the middle class upbringing that many teachers come from and to be able to understand the "how and why" to make a difference in the lives of our students is a very key issue to increase student achievement and performance. We know Solution Tree will have the ability to address any issue that Mission Elementary is struggling with and do so with scientifically-based, proven methods and practices.*

**INTEGRATION OF SERVICES**

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

<b>Resource</b>	<b>Alignment with 1003(g)</b>
Title I, Part A	<ul style="list-style-type: none"> <li>• Salary for Instructional Coach</li> <li>• Supplemental instructional materials</li> <li>• Highly Qualified Paraprofessionals</li> <li>• Student Assessments</li> <li>• Increase Parental Communication</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>• Professional Development for both the teaching staff and administration for Mission both on-site and off-site</li> </ul>
Title III, Part A	NA
Other Federal Resources <ul style="list-style-type: none"> <li>• <i>Title VI (RLIS)</i></li> <li>• <i>University of Virginia</i></li> <li>• <i>STEM Grants</i></li> </ul>	<ul style="list-style-type: none"> <li>• Technology PD</li> <li>• Leadership PD</li> <li>• Turnaround School Training and Practices</li> <li>• PD specifically in the areas of math, science and technology in the classroom</li> </ul>
State Resources <ul style="list-style-type: none"> <li>• <i>Reading Sufficiency Funds</i></li> </ul>	<ul style="list-style-type: none"> <li>• Remediation</li> <li>• Summer Reading Academy</li> </ul>
Local Resources <ul style="list-style-type: none"> <li>• <i>General Fund</i></li> </ul>	<ul style="list-style-type: none"> <li>• Highly Qualified Paraprofessionals</li> </ul>

## **LEA MODIFICATION OF POLICIES AND PROCEDURES**

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

*The district has established a SIG Council. The committee consists of:*

- *Superintendent, Cindy Hackney*
- *Assistant Superintendent, Lynn Bellamy*
- *Principal, Jeff Barrett*
- *Turnaround Officer, Lucy McMillan*
- *Sylvester Cruikshank*
- *Mayor, Jerry Marcum*
- *Teacher, Jana Garner*
- *Instructional Coach, Rhonda Tallent*

*The council meets once each month to discuss implementation of the grant as well as any barriers that may be impeding our efforts to implement our school improvement plan. The council will be responsible for presenting changes to our current policy to our local school board in order to insure success with the grant.*

*The district will:*

- *Ensure that all budgets will be aligned with school improvement effort.*
- *The LEA works with the Center for Educational Law to ensure all policies are current*
- *Implement scheduling changes and flexibility to enhance student perform or even lengthen the school day*
- *Mission will have the flexibility to work with staff changes that would enhance performance*
- *Provide extra time for teachers to monitor individual student progress through data days, PLC time given to the monitoring of data and PD for analyzing that data*
- *Design system for Other Academic Measures to help teachers realize their effectiveness and areas that may need work*
- *Actively recruit highly motivated and proven teachers to hire to help change the climate and improve the ability of the LEA to reach more students*

## **LEA SUSTAINABILITY EFFORTS**

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The LEA has in place a strategic planning process utilizing an online integrated planning and coaching tool;

- The LEA has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The schoolwide plan includes goals and action steps that will sustain reform efforts.

### **Involving Stake Holders**

All stakeholders were involved in the planning process. All faculty, staff and administrators work in the same building and meet weekly. The analysis of what Mission needs to make the change for the better as well as what its next steps are, have been discussed at each of those meetings. The community stakeholders have had input through our regular meetings with them as we have analyzed the data and worked to identify strategies and activities to achieve our goals. Our UVA Core team has analyzed Mission's data, both academically and behaviorally, to determine which turnaround plan and what plan of action would best suit our needs. The Superintendent's council meets regularly with the agenda squarely focused on planning for the LEA's future. These plans in culmination with the UVA Core Team results and the outside stakeholder's input determine what our next steps will be.

### **Transition Plans/PD**

Professional Development is a key as we move forward without that element being taken care of by the grant. Each of our teachers will have PD in the areas of:

- Data Analysis
- Curriculum
- Differentiated Learning
- Understanding Poverty and the culture of our community
- Mentorship

New teachers will be reinforced further with the mentoring of one of our career teachers. We will use Title money for this PD after the grant is gone. Proper training is essential to the success of any job, especially one in education.

As mentioned earlier, we are actively recruiting exciting additions to our staff through Job Fairs, Higher Education Mock Interviews, and more effective job advertisements.

### **Collaboration**

Mission has designated PLC scheduled weekly into their calendar. The only adjustment will be to add more time to the schedule for the meeting to reach 90 minutes. This time is essential at every site at the LEA and the requirement for more time will only allow those meetings to be more useful and provide more direction.

### **Data**

The LEA currently uses Schoolnet to create, administer and evaluate the data therein. This online student assessment tool allows the LEA to take the assessments and analyze the data in the same day. This tool has been essential to not only guide our instruction through the formative common assessments but gives us great feedback as to where the holes in our students' current educational standing are. We use our PLC's and 5 data days to analyze these assessments as well as state testing and Literacy First Benchmarks. These combined tools are essential to the success and improvement of Mission.

### **Other Funding Sources**

We always use our Title funds to fund the instructional coach, paraprofessional, PD and resources. We have used Reading Sufficiency funds to fund after-school programs to improve reading and we are applying for the 21<sup>st</sup> Century Grant to ensure we can meet the needs of all our students through after-school programs and extended year programs. We have been granted a Math Science Partnership (STEM) grant and will be receiving two weeks of training and PD this summer from instructors from SWOSU. This math and science instruction PD will help to create great improvement in our teachers' abilities to instruct their class at a higher level.

**Schoolwide Plan**

Anadarko's School Improvement Plan was approved by the OSDE. Our goals are to improve reading, math, attendance, job-embedded professional development, parental and community involvement and school climate. These goals go hand in hand with the transformation plan.

**OKLAHOMA LEA APPLICATION  
SCHOOL IMPROVEMENT GRANT 1003(G)**

**SCHOOL SECTION**

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

<p><b>School Name: Mission Elementary</b> <b>Address:1200 South Mission</b></p>	<p><b>SIG Site Contact: Lynn Bellamy</b> <b>Name &amp; Position: Assistant Superintendent</b></p> <p><b>Phone#: 405-247-6605</b> <b>Email Address: lbellamy@apswarriors.com</b></p>
<p><b>Grade levels enrolled (SY13-14):</b> <b>4,5</b></p>	<p><b>Number of Students Enrolled (SY13-14):</b> <b>280</b></p>

<b>Title I Status:</b>	
<input checked="" type="checkbox"/> <b>Schoolwide Program</b>	
<input type="checkbox"/> <b>Targeted Assistance Program</b>	
<input type="checkbox"/> <b>Title I Eligible School</b>	
<b>Intervention Model Selected:</b>	
<input type="checkbox"/> <b>Turnaround Model</b>	
<input type="checkbox"/> <b>Closure</b>	
<input type="checkbox"/> <b>Restart</b>	
<input checked="" type="checkbox"/> <b>Transformation</b>	
<b>Amount the LEA is requesting from FY2013 SIG 1003(g) funds School Improvement Funds for the next three years.</b>	
<b>Year 1: SY 2014-15</b>	<b>\$352,944.00</b>
<b>Year 2: SY 2015-16</b>	<b>\$249,093.00</b>
<b>Year 3: SY 2016-17</b>	<b>\$250,376.00</b>
<b>Total Amount of Funding Requested for this School</b>	<b>\$858,413.00</b>

**SCHOOL NEEDS ASSESSMENT**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA’s application and implementation of intervention models in its Priority Schools.

Data was analyzed by school site team to determine if the current improvement efforts were having the desired impact. The data included: discipline and attendance records, state testing results, benchmark and common assessment results, parent, student and teacher surveys. Our discipline and attendance data showed those two categories had a high correlation. Most of the students being written up for behavior problems had attendance issues as well. Our attendance data also helped us get a hold of those we needed to work with outside sources such as the District Attorney’s office and the DHS office. We have worked hard to create benchmarks that would give us a good idea of where our students were at and through our state testing numbers, it can be seen that we are reaching that goal. Surveys were given about parent/LEA

communication, student homework, rigor of course, technology needs (both physical and PD), instructional and leadership practices and school culture. The community view of our school was taken into account from our outside stakeholders and their input was combined with the results from the other sources. The data obtained through all these instruments was utilized to pinpoint our action. Through analyzing the data, it was realized that a change did need to take place to reach the goals of improvement and achievement that we want for our students. We refuse to accept our present state as the way it will always be. We know that the funds and support from this grant will help Mission recover and become a highly effective school

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

<b>Student Achievement Data</b> (OCCT, Benchmarks, District Assessments, Report Cards)	<b>Perception Data</b> (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	<b>Demographic Data</b> (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data Oklahoma School Report Card	Professional Development Self-Assessment	Attendance Ethnicity Enrollment
Benchmark Data	Parent Surveys	Low Income
Student grades	Safe and Healthy Schools Meetings	Special Education Profile
9 Essential Elements		Discipline
		Truancy

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

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
All faculty and staff at Anadarko Public Schools	Teachers, Admin, Staff	Mission Elementary
Greg Delany, Renee Hill, Kathy Kappelle, Skip Hamill, Jackie McComas	Anadarko Board of Education	Anadarko Board of Education
Western Farmers	Head of Human Relations	Rodney Palesano
Wind Hollow	CEO	Mary Johnson
UNAMI/ Four Tribes	President	Richard Saffa
Mentors	All volunteer mentors	Mentor Group

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

The members of our UVA Core Team began to look through Mission’s longitudinal data for consistent signs of success or failure. This was done at their bi-weekly meetings since the beginning of the year. They were able to look at our previous five years of state testing data as

well as our last three years of district benchmark results. This allowed them to define the relevance of our benchmarks in relation to the state testing. There was a direct correlation between the two which solidified our use of the benchmarks. This research greatly affected the instruction in this building as it was clear both where academically the holes were as well as instructionally. These results were used to drive both planning and instruction. The PLC teams met weekly to look at individual student data, including attendance, discipline and class grades. This data was used to determine which steps or programs might be used or changed to affect change and improvement in these areas. The results of our parent, student and teacher surveys were analyzed with the goal of school improvement as the motivation for this study. The SIG Council was able to analyze effects of school leadership and staff motivation upon student achievement. It was determined that strides had been taken in the repairing of our school culture and effectiveness and that Mr. Barrett could indeed make a huge difference if given the time to affect change in his building.

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.

<b>Areas to be considered as part of the comprehensive needs assessment.</b>	<b>Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.</b>
<b>School Profile:</b> Includes student and staff data	We currently have 79% minority students with 72% being Native American, our poverty rate is 84%. Mission’s teaching staff consists of 15 highly qualified teachers with 9 of them having advanced degrees. The average years of experience are 12 years.
<b>Curriculum:</b> Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum	Our curriculum is in direct alignment with the Oklahoma Academic Standards. We have been working three years to get these standards in alignment not only horizontally in our building but vertically with the sites above and below us. The curriculum maps and content are topics at each weekly PLC meeting. Our conference room is completely covered with data walls containing longitudinal data for each student and teacher. It is an amazing place with so much information.
<b>Classroom Evaluation/Assessment:</b> Includes classroom assessments, alignment to PASS, and use of assessment data	Each of our students is assessed three times per year with a Literacy First assessment which helps guide us as to which students are reading on grade level or are behind. This allows us to direct our interventions and remediation to the direct skills our students have not mastered. This allows our teachers to group their students



	<p>by needs when doing small group work. We also give common classroom assessments throughout the year and are able to administer them online which helps our students become more technologically advanced and accustomed to the online state tests they will be taking later. These common assessments are used to drive daily whole group instruction. We give three district benchmarks each year and these are created by site leadership and in direct correlation with the blueprint for the state tests and using the Power Standards for each subject. The district has purchase School Net which is an online assessment tool. This allows us to administer tests and get immediate feedback for the entire group. This tool is invaluable for breaking the data down and using the information to drive instruction, re-teaching and interventions.</p>
<p><b>Instruction:</b> Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>The Literacy First process has driven our instruction for 6 years. Our staff works hard to do much more than “stand and deliver” or lecture. Our LF assessments are used to help break students into small groups for small group instruction. During this time students are able to work with others who are basically at the same level as they are, whether high or low. This allows more enrichment or remediation to take place. We also use the Voyager/Ticket to Read program to remediate students who are not reading at grade level. We were awarded this program through the OSDE because of our test results last year. We feel the program is going to help many of our students get back to grade level. Each of our classes also has whole group instruction which allows our students to learn as a group and focuses on group projects and working as a team. Each class has designated computer lab time twice per week as well as five iPads in their classroom for daily projects while in small group. We have many educational apps that are used to not only remediate but enrich our students who need to advance to a higher level. Every class has a Smartboard which allows our teachers to use the interactive strategies to engage our students. Each of our staff has</p>

	<p>been trained extensively in the use of the Smartboard and they are vital tools in our educational process.</p>
<p><b>School Culture:</b> Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>The school culture was a drastic change that needed to take place at Mission. Mr. Barrett was hired to bring back an atmosphere of trust and a sense of togetherness that was missing. This site has spent an extensive amount of PD and time working to improve this relationship both with each other as teachers and between the administration and teachers. Each teacher has the belief that each of their students' lives should and will be enriched by the fact that they are in their class. Diversity is a major issue in Anadarko as the demographics of our school and community would make you miserable if you could not adjust to different kinds of people. We like to use this as strength and learn to live with each other and respect and even love each other. This is a valuable lesson learned going to Anadarko Schools.</p>
<p><b>Student, Family, and Community Support:</b> Includes communication methods, engagement efforts, and parents as partners</p>	<p>Anadarko Schools has done extensive improvements over the past year to increase our ability to reach parents and the community to better engage and inform them. We have always had the published school calendar and special events posted in the newspaper and information posted on our school web page but as of this year we have added a brand new marquee. This unit is very bright and colorful and is placed on the main road in front of the administration building to be seen by all. Social media is now in use at APS as we have our own Facebook page which is seen by hundreds and even thousands of viewers. We have purchased SchoolReach which allows us to send notices to parents and stakeholders through texts, emails or phone calls in case of emergencies, school closings, student absences or announcements. We have conducted monthly Parent meetings over different topics such as bullying, homework, technology, under-age drinking and other relevant topics. We have worked hard to engage and inform our community to improve our students' education.</p>
<p><b>Professional Growth, Development, and Evaluation:</b></p>	<p>Our leadership teams, both district and site, determine the needs for PD and what areas are</p>

<p>Includes professional development plan, capacity building, and evaluation process</p>	<p>to be attacked. We have worked extensively in the areas of PLC's, interventions, technology, differentiated instruction and effective leadership. We firmly believe we have the people in place to make Mission and Anadarko successful and it is our responsibility to give them the tools they need to reach their potential. We love the "train the trainer" model so when staff members are sent for training, they are required to make a presentation when they return. If it is something all or many can use, they will set up a time to train others for that skill or idea. Still we do not always see enough return for the funds expended for a particular event and need help in bringing these newly learned skills back to our constituents.</p>
<p><b>Leadership:</b> Includes process for decision making, policies and procedures, and the shared vision</p>	<p>Our district is more in alignment with each other than we have ever been. Our district leadership team which consists of all building principals, Indian Education Director, Special Education Director, Superintendent and the Assistant Superintendent, work well together for the betterment of all our students. But with all of our collaborating, we still struggle with student achievement and want to work to improve our results. We encourage our staff to research and look for ways to improve their instructional practices and to share ideas between teachers to further our students' education. The most effective schools are driven through collaboration between both teachers and administration.</p>
<p><b>Organizational Structure and Resources:</b> Includes use of resources, master schedule, staffing, and teaming</p>	<p>We have the ability to use our Title funds in any manner seen fit by the leadership team as long as it is in compliance with federal guidelines.</p> <p>We learned long ago that we are the masters of the schedule, not the schedule masters of us. Every site has made changes to their master schedule if seen that it would improve student achievement and retention. No principal is limited by a certain time frame or bell schedule.</p> <p>The LEA is working hard to understand the principles of finding the right staff for the right job. We are trying to break through the old thoughts of "the best students with the best</p>

	<p>teacher” as those struggling students need the best teachers.</p> <p>The implementation of the CCSS has driven us to work in teams to work with literacy through different avenues. This has been a good change as teachers tend to want to do things on their own and by working together many teachers’ skills have improved as well as student learning has increased.</p>
<p><b>Comprehensive and Effective Planning:</b> Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>The Mission PLC teams meet weekly to collaborate on student data and progress made or lost. Student data in the areas of classroom grades, common assessments, benchmarks and daily data involving attendance and discipline will be used to guide the planning efforts.</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.

In consultation with our UVA Leadership Team and the District Leadership Team Anadarko Schools has chosen the Transformational Model for Mission Elementary. The four different models were described and discussed and it was the unanimous vote of both that the Transformation Model be used.

Mission Elementary has made some strides in the last year and a half. The site was suffering from a stagnant, resentful culture which bled over into the classroom instruction and overall atmosphere of the school. Since hiring Mr. Barrett, that has been corrected and we feel we are headed in the right direction. There have been staffing changes already made and Mr. Barrett knows he has the right to make the decisions he feels are best for his building to improve our students’ educational process.

A focus on the curriculum including mapping, more engaging strategies and direct relation to the state mandated testing blueprints has been a primary focus on our own school improvement plan. The collaboration time is a big key in what we are doing now and with the required additional time needed, our production should only increase with our better understanding of the data.

**SCHOOL SMART GOALS**

Complete the charts below by providing annual SMART Goals for three (3) consecutive years 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 2014-2015: The number of students at Mission Elementary who score proficient on the OCCT will increase by 20% over the previous school year.
Goal for 2015-2016: The number of students at Mission Elementary who score proficient on the OCCT will increase by 20% over the previous school year.
Goal for 2016-2017: The number of students at Mission Elementary who score proficient on the OCCT will increase by 18% over the previous school year.
Rationale: An increase by 18- 20% in our Reading tests will allow Mission Elementary to attain the statewide performance target.

SMART Mathematics Goals
Goal for 2014-2015: The number of students at Mission Elementary who score proficient on the OCCT will increase by 20% over the previous school year.

Goal for 2015-2016: The number of students at Mission Elementary who score proficient on the OCCT will increase by 20% over the previous school year.
Goal for 2016-2017: The number of students at Mission Elementary who score proficient on the OCCT will increase by 18% over the previous school year.
Rationale: An increase by 18-20% in our Reading tests will allow Mission Elementary to attain the statewide performance target.

SMART Graduation Rate Goals
Goal for 2014-2015: This area does not apply to our school but we know that there is a direct correlation between the number of students who graduate and those who do not master Reading and Math skills in elementary school. Our improvements will increase the number of students who graduate from Anadarko High School.
Goal for 2015-2016: Continued progress
Goal for 2016-2017: Continued progress
Rationale: This area does not apply to our school but we know that there is a direct correlation between the number of students who graduate and those who do not master Reading and Math skills in elementary school. Our improvements will increase the number of students who graduate from Anadarko High School.

**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"> <li>• Salary for Instructional Coach</li> <li>• Supplemental instructional materials</li> <li>• Highly Qualified Paraprofessionals</li> <li>• Student Assessments</li> <li>• Increase Parental Communication</li> </ul>
Title II, Part A	<ul style="list-style-type: none"> <li>• Professional Development for both the teaching staff and administration for Mission both on-site and off-site</li> </ul>
Title III, Part A	NA
Other Federal Resources	<ul style="list-style-type: none"> <li>• Technology PD</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Title VI (RLIS)</i></li> <li>• <i>University of Virginia</i></li> <li>• <i>STEM Grants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership PD</li> <li>• Turnaround School Training and Practices</li> </ul>
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Local Resources <ul style="list-style-type: none"> <li>• <i>General Funds</i></li> </ul>	<ul style="list-style-type: none"> <li>• Highly Qualified Paraprofessionals</li> </ul>

**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.

The school district leadership team as well as the Anadarko Board of Education realizes that if we are fortunate enough to be granted this award, we will have to make some policy changes in the areas of recruiting and hiring effective teachers as well as in the area of schedules for the regular school day. Mission will be allowed to extend their day by 30 minutes per day to allow our students more instructional time. We also realize that some staffing changes may take place and they may have to support policy change or needed staff changes for the betterment of the district and Mission in particular.

**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, including staffing, funding, exit of external providers and changes in leadership;
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- The school has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The school has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the reform efforts and initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain reform efforts.

Anadarko will definitely be able to sustain the changes implemented during the grant cycle after it expires as we have relatively little expense in extra personnel or salaries. We know the future of our students depends greatly upon the formative years and it is our job to make them ready for our secondary schools and for college or careers. We will do the following:

**Involving Stake Holders**

All stakeholders were involved in the planning process. All faculty, staff and administrators work in the same building and meet weekly. The analysis of what Mission needs to make the change for the better as well as what its next steps are, have been discussed at each of those meetings. The community stakeholders have had input through our regular meetings with them as we have analyzed the data and worked to identify strategies and activities to achieve our goals. Our UVA Core team has analyzed Mission's data, both academically and behaviorally, to determine which turnaround plan and what plan of action would best suit our needs. The Superintendent's council meets regularly with the agenda squarely focused on planning for the LEA's future. These plans in culmination with the UVA Core Team results and the outside stakeholder's input determine what our next steps will be.

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Professional Development is a key as we move forward without that element being taken care of by the grant. Each of our teachers will have PD in the areas of:

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As mentioned earlier, we are actively recruiting exciting additions to our staff through Job Fairs, Higher Education Mock Interviews, and more effective job advertisements.

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We always use our Title funds to fund the instructional coach, paraprofessional, PD and resources. We have used Reading Sufficiency funds to fund after-school programs to improve reading and we are applying for the 21st Century Grant to ensure we can meet the needs of all our students through after-school programs and extended year programs. We have been granted a Math Science Partnership (STEM) grant and will be receiving two weeks of training and PD this summer from instructors from SWOSU. This math and science instruction PD will help to create



great improvement in our teachers' abilities to instruct their class at a higher level.

### **Schoolwide Plan**

Anadarko's School Improvement Plan was approved by the OSDE. Our goals are to improve reading, math, attendance, job-embedded professional development, parental and community involvement and school climate. These goals go hand in hand with the transformation plan.

## **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.

Mission already has PD planned for the summer in the area of STEM. We would like to be able to host some technology PD in the areas of the iPads, Smartboards and teacher webpages for better communication with our community and parents. We know our test results forwards and backwards for the last five years and are ready to fully engage with the program.

Many of our students do not have much of a home to be at in the summer and the more programs we can offer for them after school and in the summer, the better off they will be. We have had some luck in raising our students' Reading grade level with summer school but we have not had the funds to do so in the past two years.

Preparing our site leadership team would be a must in order for the grant to run smoothly by having everyone in place and prepared to assume their responsibilities.

## **SCHOOL ACTION PLAN**

For each Priority School, complete an annual action plan for three (3) consecutive years 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.

In our first year, the Turnaround Officer and principal will be focused on bringing the initiatives into the everyday world of Mission Elementary. The first step will be the teacher academy to help introduce them to some of the turnaround initiatives we will be implementing. This will also be done through the required collaboration time and the focus of the usage of the data driven instruction PD each of our teachers will have received. This time will be used to evaluate data from OCCT tests, benchmarks, classroom assessments, etc. The extra iPads will be purchased and used in daily instruction with each class. **We will have enough iPads to be one to one with our students and that will allow them to work individually with each.** They are presently used for small groups but the constant, everyday usage will bring stability and enrichment to each class. The additional tutors will be hired and will be everyday resources for students. The tutors will also use data driven methods to help our students fill their gaps. They will be used both in the classroom and in our resource room for private sessions. The stipend will be used as motivation for each teacher to not just do their best while in the classroom but to do their best when preparing for the classroom. This will really encourage our

teachers to be better than they ever have been. The whole focus during this time is not to get Mission Elementary off the list but to make Mission better than it has ever been.

Years two and three will be maintenance as we will continue the transformation model. We will purchase the technology in the first year and the last two will not have any technology purchased. We will continue to improve on the new methods used in the classroom and work to make Mission a model school.

<b>Name of School:</b>			
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
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.			
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.			
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.			
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.			

<b>Name of School:</b>			
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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 for greater accountability.			
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.			
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.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>Jeff Barrett has been the principal for a year and a half and is making great strides towards school improvement. We believe he is the man to lead this school out of the pits of being a Priority school through his knowledge of the curriculum, instruction and his leadership skills.</p> <p>Mr. Barrett came from the secondary school and last year was not only his first as a principal but his first in the elementary world. Even with the low grade last year, he has made great strides towards our goals and we feel that he will be able to raise the bar and the level of achievement at Mission Elementary.</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Cindy Hackney- Supt</p> <p>Lynn Bellamy- Asst Supt</p> <p>Jeff Barrett- Mission Principal</p>

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>Anadarko Schools has chosen the Tulsa Model for our TLE instrument for our faculty and the McRel Model for the evaluations of the administrators. The superintendent will evaluate all building principals. All administrators have received training in both areas as it is just as important for them to know the rubric they will be evaluated by as it is to know the rubric they will use to evaluate the teachers.</p> <p>a. Roster Verification will connect all students with the teachers who taught them for the state test results. This will allow our principal to use their results when evaluating his teachers. Our principals schedule their observations on the TLE instrument but they are required to spend an hour per day in the classrooms observing. Mr. Barrett will be in each teacher’s class multiple times each semester, making observations, walk-throughs and making notes each time. The data in the conference room is thoroughly analyzed and teacher performance is addressed weekly and not just after the state testing results. Our benchmark results help to evaluate the teachers in real time as well.</p> <p>Each teacher will be evaluated using a rubric that is clearly defined and the characteristics of an effective teacher, more effective or less effective will be clearly listed and defined. Reasons will</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p> <p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Mission Principal</p> <p>Cindy Hackney, Superintendent</p> <p>Jeff Barrett, Mission Principal</p> <p>Mission Teaching Staff</p>

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>have to be given if the teacher has a rating above 4 or below 2.</p> <p>b. The site principals were fully involved when choosing the evaluation instrument and the Tulsa Model was the overwhelming choice. Each principal discussed it with his teachers and a district count was taken with the Tulsa Model being the overwhelming winner.</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Mission Principal</p>

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<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>Teachers will receive merit pay in the following amounts for the attached results:</p> <p>\$1000 – for 70-84% of students being proficient or raising their score by the average OPI score of the test. In other words, if 70-84% of the teacher’s students get a growth point.</p> <p>\$2000- for 85-100% of students being proficient or raising their score by the average OPI score of the test. In other words, if 85-100% of the teacher’s students get a growth point.</p> <p>Merit pay has always been a controversial issue but tying it to test results and gains will give the teachers the incentive to invest more time, effort and heart into what they are doing. They will also be justly rewarded for the extra tension and stress placed upon their positions.</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Principal</p> <p>Mission Teaching Staff</p>



<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<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>Anadarko will be using Solution Tree as its external provider. Our needs for staff development will be based upon our formative and summative assessments locally, the OCCT state test results, the Oklahoma Nine Essential Elements and Needs Assessment, staff surveys and the WISE Planning Tool.</p> <p>Our new teacher PD will center on PLC’s and the components therein. Working collaboratively is a very essential skill for APS to work fluently and many teachers, especially new teachers, have not had the opportunity to do so. Working as one unit, our staff has made many informed and useful decisions which have led to better services provided and better outcomes from those services. These sessions will focus on student learning, collaboration results, establishing SMART goals due to data and leadership. These skills are abilities that can be strengthened through professional development and focused work in these areas. By working together to strengthen these areas, our new teachers can and will see the importance and usefulness of collaboration. This PD will allow them not only to get their feet on the ground but help to create a foundation that will foster growth and support that will make them more successful in the classroom.</p> <p>The data analyzed revealed that our present staff needs more PD in the areas of data analysis(state tests, district benchmarks, discipline records). We currently have five</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Principal</p> <p>Lucy McMillan, Turnaround Officer</p> <p>Mission Teaching Staff</p> <p>External Consultants</p>

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
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	<p>data days in each school year in which our staff will consolidate all the current data we have for students such as benchmarks and common assessments and work to construct a re-teaching or intervention schedule. We work to use this data to guide our instruction but it still sometimes is very shallow and done with little understanding. During our weekly PLC meetings our teachers examine data and work to develop a plan of instruction for the following week. We are trying to use data but the ability to see underlying causes, future shortcomings and ways to improve those outcomes is still an area that needs shoring up for our staff.</p> <p>The results of the Mission Elementary data also revealed a need for PD in the area of classroom management. Directed and focused instruction is a key concept to a successful classroom but if a teacher struggles with their classroom management skills, the success of their endeavor will be diminished. Even with solid preparation, a student cannot learn if the atmosphere surrounding them is not a productive one. PD in managing students who are behind and act out to cover any shortcomings would be essential for our teaching staff. The training will also include specific plans of action to reach poverty level students as many of our middle-class teachers struggle to understand where these students are coming from and how their reasoning skills differ from the world most of our staff live</p>		

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	<p>in every day.</p> <p>Our district PD plan includes training in technology, specifically in the use of iPads in classroom instruction. Our staff has been trained in instructional use of the iPad but many are ready for more intensive training as well as the new staff who could use more basic training in the classroom as well. We will be conducting training during the month of July to support Mission teachers' ability to use technology in the classroom such as iPads, Smartboards and Teacher Web Pages. We are hoping to double the access to the internet through the extra iPads purchased through this grant which will allow more of our students to participate in whatever educational activity, whether remediation or enrichment, the class is taking part in.</p> <p>Each site has instructional coaches to assist our teaching in areas of weakness. We have brought consultants on-site to train and strengthen our coaches but in the ever-changing world of education, they still need some help in the areas of leadership and improving instruction. Making the jump from the classroom to working with our teachers is a tough transition for many. PD to assist with this transition would be beneficial for our coach.</p> <p>We have many students who are not at grade level and Mission wants to incorporate differentiated instruction into all their classrooms with plans for remediation and/or</p>		

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	<p>interventions included in that instruction. This is a monumental task and professional development to assist Mission teachers in the incorporation of these strategies into their classrooms is essential. Solution Tree excels in this area as they have been one of the national leaders in this educational reform. With more individual instruction, our students should be able to gain ground to be on grade level and many should be able to reach grade level. This will lead to a more confident teacher and student and will greatly increase our student achievement.</p> <p>We believe strongly in the Train the Trainer program as we work to utilize this with any training our staff attends. Mission is a perfect example of this as the teachers will have access to more staff development than just those extra days included in the grant. Any time a teacher is trained they will share the information with the rest of the staff at the weekly PLC's and will use the technology as needed.</p> <p>The principal is receiving extensive PD from the University of Virginia Project in the area of school turnaround. This training goes hand in hand with the school improvement grant. These two projects working together could do amazing things to assist Mission Elementary to rise above the current level of success.</p>		

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<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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>Financial incentives will be set aside to reward teachers for outstanding achievement and focused work in assisting their students to reach our SMART Goals.</p> <p>The district will pay a \$1000 stipend to Mission teachers who have 70-84% of their students who receive a point for the OCCT Reading and Math tests. This is done by scoring proficient or better or increasing their score from the previous year by the average state OPI score for each exam.</p> <p>The district will pay \$2000 for any Mission teacher who has</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Principal</p> <p>Mission Teachers</p> <p>Lynn Bellamy, Assistant Superintendent/DTC</p>

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	<p>75-100% of their class receive a point. Once again, this is done by scoring proficient or advanced or the student may increase their test result by the OPI state average increase from the last OCCT test they took.</p> <p>Through our PLC's teachers will be given many leadership opportunities. These opportunities will lead to professional growth and give them a chance to prove their abilities outside the classroom. Mission has multiple opportunities for professional growth through many of the leadership committees as teachers and are encouraged, even required to participate in some capacity.</p>	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Jeff Barrett, Principal</p> <p>Lucy McMillan, TO</p> <p>Mission Teachers</p>
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.	Anadarko Schools has been working on both horizontal and vertical alignment for the past 4 years. We have tried hard to find the overlaps or gaps in instruction and worked to limit both. Through this vertical alignment we noticed issues with our history classes as we were overlapping the instruction from middle school to the high school. This was costing the high school almost a nine weeks of instruction and through the alignment we were able to eliminate some of this overlap. Our scores immediately increased. We use the state blueprints for the OCCT testing as well as the results from those tests to guide and direct our classroom instruction.	<p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	District Alignment Team

<b>Name of School: Anadarko Mission Elementary (4 &amp; 5)</b>			
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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>We take three district benchmarks throughout the year and each is followed by a Data Day to examine the data. This evaluation is used to guide both our instruction and remediation. By using our benchmarks, we are able to get data in real time and the SchoolNet program allows us to break the data down immediately and by many different subgroups.</p> <p>These results are used not only to guide instruction but to determine the re-teaching schedule as well as those who will be grouped together for interventions.</p> <p>Our everyday instruction schedule lends itself to differentiated instruction as regular classroom instruction is done by small groups which are broken down by the skills taught for the day. This allows our staff to attack the skills more directly as the students are together by their weaknesses.</p>	2014-2015 2015-2016 2016-2017	Lucy McMillan, TO Michael Grubb, Counselor Jeff Barrett, Principal Rhonda Tallent, Coach Mission Teachers
8. Establish schedules and implement strategies that provide increased learning time.	<p>One of the first things we learned when implementing our PLC's was that we controlled the schedule and that the schedule does not control us. Mission determines their schedule by what will meet their instructional needs in the most effective manner.</p> <p>Remediation time is built in daily to the schedule and that is determined by what is going on in the building. If a</p>	2014-2015 2015-2016 2016-2017	Jeff Barrett, Principal Mission Teachers

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	<p>schedule has been ineffective, Mr. Barrett and his staff will determine if it needs to be changed in order to improve our results. We have had major schedule changes in the middle of the year when we felt it needed to be done to improve instruction.</p> <p>We will increase our instructional day by 30 minutes each and every day. Our teachers will utilize that time to meet the individual needs of their own students and help to prepare them for the assessments and the next grade level</p> <p>This will be done through a joint effort of our transportation, district office and Mission team. We realize that we own our schedule and will do what it takes to make it work for our kids.</p>		
9. Provide ongoing mechanisms for family and community engagement.	<p>Our families are very concerned about what their children are doing in school. Whether it be academically or extra-curricular. Unfortunately, many do not take the time to communicate with their school or their student's teacher. Because of this, we feel it is very necessary for us to go way above normal to communicate with the parents/guardians of our students. This is not easy and it is very time consuming but the fact that it brings many parents into the process of educating their children makes it all worth it.</p> <p>We have had monthly parent meetings about relevant topics in education such as bullying, homework, technology,</p>		



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	<p>underage drinking, etc and this has been relatively successful.</p> <p>Last year we created a new, easier to use web site that is able to communicate with all our parents who have access to the internet. At this site they can get all schedules, calendars, their students' grades, discipline and attendance records, their children's' teacher(s)' webpage and much more. This has been a vital tool in school communication.</p> <p>We also purchase School Reach, an automated information system which will call, email or text guardians when we have school closings, emergencies and will also contact them about their students' attendance. This has really helped with our attendance in reaching our parents in a timelier manner.</p> <p>This year we added a brand new, more versatile marquee for messages sent to our people to help spread the word about anything going on in the district or any accomplishments that have been achieved for our students.</p> <p>This year, we also added a Facebook page for the school. This may be our most vital tool to help our communication with our parents. We have had thousands of hits on our messages and this tool has allowed us to reach many, many people who would have otherwise been left in the dark about a matter.</p>		

Name of School: Anadarko Mission Elementary (4 & 5)			
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)
	Yes, we feel communication is our first line of defense and we are willing to spend the time and the money in order to achieve it.		
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>Each site principal is given the freedom to determine their own plans for instruction, staffing and what their funds might be used for. These have to be approved but they have the freedom to determine what would create the best atmosphere for learning and to follow through with it. We will work very hard to ensure the budgeting needs are met and everything needed for educational success is available. PD, technology, assistants, scheduling, etc.; he has the ability to manipulate all of these if it will improve Mission Elementary.</p> <p>Mr. Barrett and his staff have determined that departmentalizing his building will give our students a better chance at mastering the standards as they feel it would allow each teacher to become a specialist in their area. They were made to provide their plan and reasons as to why it would be better and they were given full permission to pursue this initiative. The staff believes in it and we believe it will make a difference in our student achievement and thus they were allowed to make the change. If an idea or change can be proven to make a difference, our staff is allowed the opportunity to develop it and make it their own.</p>		

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<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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).	The LEA has supported Mission Elementary the past four years by bringing in on-site consultants from Literacy First for instruction, classroom management, assessments, leadership and coaching assistance. Consultants from Everyday math and Voyager have been on-site numerous time to help both technically with the programs and to instruct as to what to do with the results. The LEA has been selected as one of the three schools in the state for the University of Virginia Project. The schools were selected through the OSDE/ This is a turnaround program and is focused on school leadership including the principal and the instructional coach. This PD has been vital for the turnaround process and has helped to develop our school leadership team into the type of vital group that all schools need to bring them to their best. We also have been selected for a STEM grant which is specifically designed to improve instruction in the math/science areas. It also is designed to improve the engagement of students through the use of manipulatives.		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. 2. 3. 4. 5.	1. The technology portion of this grant will allow our teachers to use technology in a more effective manner. It will allow every student to have the iPad in their hands and therefore have the capability to work through the programs, apps or use it for research. The LEA has a Technology Integration Committee and this committee will provide training for each of the staff members in	2014-2015 2015-2016 2016-2017	Technology Integration Committee  Jeff Barrett, Principal

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<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
	<p>order to make their usage more productive.</p> <p>2. We will continue our strategy of the UVA Turnaround Project as we evaluate data, improve instruction and instructional leadership, increase collaboration to an even higher level and work together from one site to the next (vertically) to improve the education for all students who come into and graduate from Anadarko Schools.</p>		

<b>Name of School:</b>			
<b>Closure Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to close a Priority School.</b>			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

<b>Name of School:</b>			
<b>Restart Model</b>	<b>LEA Design and Implementation of the Intervention Model</b> <b>(include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Provide detailed information regarding the plan to restart a Priority School.</b>			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

# APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

## BUDGET SECTION

### LEA BUDGET NARRATIVE

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

It is our goal and desire that Mission Elementary work to achieve a level of success that will cause its report card grade to grow by two letter grades. Our main initiative in this grant is to support Mission Elementary with whatever resources it might need. That could be financial, personnel, professional development, scheduling assistance and complete backing when choosing to do difficult things to improve that site. The district budget will only include the same items Mission Elementary is applying for so as you can see, they will be the same. We propose the following budget to allow us to have the support and means by which to improve our instruction and the impact we have upon our students when they enter and exit Mission Elementary:

#### **Required Components of the Grant:**

##### **Collaboration Time**

The LEA will provide and guard at least 90 minutes per week for Mission teachers to collaborate. This time will be used to evaluate student data, use the data to differentiate instruction, create lesson templates, curriculum maps, intervention groups among many others pertinent tasks to further the needed reform. This time is presently scheduled into the regular school day and we will continue to do so with the added minutes to attain 90 per week. This will take place at no added cost to the district.

##### **5 Day New Teacher Training**

New teachers will report 5 days before the rest of the staff for a New Teacher Academy. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives. They will be paid \$100 per day for attending. Our instructional coaches will lead one day of the training and Solution Tree will lead the other four days. This will help to acquaint the new staff with what has taken place before their arrival and the direction Mission is heading.

##### **5 Day Academy for All Teachers and 5 Day Site-Based Training**

The 5 Day Academy will take place during the summer and will be required of all certified staff. The site-based training will take place during the school year. Teachers will receive a stipend of \$100 per day to attend each of the trainings. The professional development will be conducted by Solution Tree. The areas focused on will be determined by school-wide data and parent/teacher surveys. It will address staff weaknesses such as determined by the data, most of which will be longitudinal. The training will be monitored by the principal, turnaround officer and asst supt.

	YEAR 1	YEAR 2	YEAR 3
Teacher Stipends (10 days)	\$12,000	\$12,000	\$12,000
Solution Tree for PD (13 days)	\$84,500	\$84,500	\$84,500
New Teacher Stipends (5 days)		\$5,000	\$5,000
Instructional Coaches (2 days)		\$ 2,000	\$ 2,000
<b>TOTALS</b>	<b>\$96,500</b>	<b>\$103,500</b>	<b>\$103,500</b>

**Extended Day/Year**

Funding will provide for 30 extra minutes of instructional time in each educational day. Mission’s school day will begin 15 minutes earlier and get out 15 minutes later each day. This will be done by paying a stipend for extra time taught and re-arranging the bus schedules.

	YEAR1	YEAR 2	YEAR 3
Stipends for teachers for extra time taught (\$2620x12)	\$31,440	\$31,440	\$31,440
Stipends for para professionals for extra time (\$1675x4)	\$ 6,700	\$6,700	\$6,700
<b>TOTALS</b>	<b>\$38,140</b>	<b>\$38,140</b>	<b>\$38,140</b>

**Turnaround Officer**

Anadarko Schools (Mission Elementary) will employ Lucy McMillan as the turnaround officer. Her office will be located in Mission Elementary and she will be in charge of monitoring all elements of the turnaround process.

Mrs. McMillan has been the Instructional Coach for the past 8 years and is very strong in instructional reform and is very knowledgeable about the present culture of the site as well as very comfortable with the staff. She is highly motivated and is very capable of leading reform. Her heart is for Anadarko Schools and especially for Mission Elementary as she has been a leader there for 20+ years. She will receive her yearly salary plus a \$7500 stipend for the additional duties.

	YEAR 1	YEAR 2	YEAR 3
<b>Turnaround Officer Salaries &amp; Benefits</b>	<b>\$61,104</b>	<b>\$61,653</b>	<b>\$62,336</b>

**Full-Time Math & Reading Tutors**

Two math and reading tutors to work full-time with our struggling students to give them more focused attention and help to strengthen their weaknesses. The additional support and attention these two will bring to the group of at-risk students we are targeting will bring wonderful results and help to propel these students to a higher level of achievement. The tutors will work with the students during the school day in order to reach more students in need.

	YEAR 1	YEAR 2	YEAR 3
<b>Tutors Salaries and Benefits(2 tutors)</b>	<b>\$39,200</b>	<b>\$39,800</b>	<b>\$40,400</b>

**Merit Pay Component**

Teachers will be given a stipend in the following amounts for increased student proficiency and/or students raising their scores by at least the minimum state OPI increase. The guidelines



for the stipends will be as follows:

**A \$1000 stipend for 70-84%** of their class scoring proficient or raising their scores enough to get a growth point. This would mean they raised them by at least the state OPI average.

**A \$2000 stipend for 85-100%** of their class scoring proficient or raising their scores enough to get a growth point. This would mean they raised them by at least the state OPI average.

	YEAR 1	YEAR 2	YEAR 3
<b>TOTAL TEACHER STIPENDS</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>

**Technology Integration**

Presently Mission Elementary has five iPads in each classroom. These are used in small groups and when working on remediation and interventions and enrichment activities. Our average class size will be around 25. Funds would be used to purchase enough ipads to create a one to one scenario. Our teachers have learned to do amazing things. Technology integration is being pushed at Anadarko Schools and the students’ monitored use of this tool would greatly enhance their education.

	YEAR 1	YEAR 2	YEAR 3
200 iPads for classroom instruction - \$400	\$80,000	\$ 0	\$0
20 Access Points for wireless reception \$600	\$12,000	\$0	\$0
200 iPad Covers -\$30	\$ 6,000	\$0	\$0
7 Charging Carts for iPads -\$2000	\$14,000	\$0	\$0
<b>TOTALS</b>	<b>\$112,000</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL YEAR BUDGETS</b>	<b>\$352,944</b>	<b>\$249,093</b>	<b>\$250,376</b>
<b>TOTAL COST FOR GRANT LIFE</b>		<b>\$858,413.00</b>	

**Timely Distribution of Funds**

Funds will be used immediately after receiving them and upon approval of the Anadarko Board of Education.

In the space below, provide a narrative describing how the LEA establishes an FTE for a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.

The Mission Turnaround Officer will be housed at Mission Elementary and her role will be as follows:

- She will work with the Superintendent and district leadership team to manage, oversee and monitor implementation of the grant
- Work to support the day-to-day needs of the school and its progress.
- Ensure alignment between the activities of the grant and district initiatives
- Identify any barriers to the initiatives to take place and work with the leadership team for solutions
- Be the liaison between the school, LEA, and the OSDE
- Meet at least quarterly with the OSDE to discuss progress made by Mission Elementary
- Attend all required professional development sessions and meetings and participate or lead as necessary
- Work with the principal in assisting him to manage, encourage and set the expectations as to what will be the norm in the school site

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

- Summary Budget page and Justification page for each fiscal year\* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools for each fiscal year of the grant.

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

### **SCHOOL BUDGET NARRATIVE**

Budgets submitted for Priority Schools should not exceed the maximum allowable per year over the period of grant availability for each identified school.

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 **and** a five (5) day teacher academy or institute for each teacher in a Priority School to be served;

- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

Mission Elementary is the only Priority School in the Anadarko District and the LEA budget is Mission's budget. There is nothing being budgeted for district costs. Therefore, the budget listed above is Mission's budget.

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 FY2010 School Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

The LEA or school are not applying for pre-implementation funds.

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. Budgets submitted must be aligned to the model selected for each school. Each budget should be sufficient to cover the minimum (\$50,000 per year) not exceed the maximum (\$2,000,000 per year) award range allowable for each Priority School identified during each of the three (3) fiscal years over the period of availability of the grant (2014-2015, 2015-2016, and 2016-2017).
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

LEA Budget and Justification: The LEA is not budgeting any funds to be used by the central office during the course of the grant. Only Mission Elementary will have a budget.



**APPENDIX A**  
**FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS**

Defining key terms: To award School Improvement Grants to its LEAs, an SEA must define Priority Schools, in accordance with the ESEA Flexibility waiver, to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice.

Accordingly, an SEA must use the following definitions to define key terms:

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more Priority Schools.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement with fidelity, one of the following rigorous intervention models in each Priority School that the LEA commits to serve.

Intervention Models

- ***Turnaround model:*** A turnaround model is one in which an LEA must--
  - a. 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;
    - (i) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (ii) Screen all existing staff and rehire no more than 50 percent; and
  - b. Select new staff;
  - c. 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;
  - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - e. 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 for greater accountability;

- f. 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;
  - g. 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;
  - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - i. Provide appropriate social-emotional and community-oriented services and supports for students.
  - j. A turnaround model may also implement other strategies such as--
    - (i) Any of the required and permissible activities under the transformation model;
    - or*
    - (ii) A new school model (e.g., themed, dual language academy).
- ***Restart model:*** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
  - ***School closure:*** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
  - ***Transformation model:*** A transformation model is one in which an LEA implements each of the following strategies:
    - a. Developing and increasing teacher and school leader effectiveness.
    - b. Required activities. The LEA must--
      - (i) Replace the principal who led the school prior to commencement of the transformation model;
      - (ii) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
        - (A) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(B) Are designed and developed with teacher and principal involvement;  
(iii) 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;

(iv) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(v) 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 a transformation school.

c. Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(i) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(ii) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(iii) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) 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; and

(B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with

disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

e. Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.



f. Providing operational flexibility and sustained support:

(i) Required activities. The LEA must--

(A) 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; and

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Increased learning time: means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Lowest-achieving schools: as determined by the state—

On February 8, 2012 the United States Department of Education approved Oklahoma’s ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing in the state. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma):** A school that, based on scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the state. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state.

Priority School:

a. A Title I school among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system,

combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;

b. A school among the lowest five percent of all schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;

c. A Title I-participating, a Title I-eligible, and/or a non-Title I high school with a graduation rate less than 60 percent over for three consecutive years; or

d. All Tier I schools receiving SIG funds to implement a school intervention model will be named as Priority Schools a Priority School under the SIG program that is using SIG funds to implement a school intervention model.

**Current SIG schools are not eligible to compete for Cohort 4 SIG funds.**

Student Growth (as defined by ESEA Flexibility): The change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

a. For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.

b. For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Evidence of strongest commitment: In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA’s application demonstrates that the LEA has taken, or will take, action to--

- a. Analyze the needs of its schools and select an intervention for each school;
- b. Design and implement interventions consistent with these requirements;
- c. Recruit, screen, and select external providers, if applicable, to ensure their quality;
- d. Align other resources with the interventions;
- e. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- f. Sustain the reforms after the funding period ends.

(i) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Priority Schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

Providing flexibility: An SEA may award school improvement funds to an LEA for a Priority School that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

## **APPENDIX B**

### **RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS**

*The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

*Overview of The Guide to Working With External Providers* by Learning Point Associates  
[www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php](http://www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php)

*The Right People for the Job* (Webinar) from the Center on Innovation and Improvement  
<http://www.centerii.org/webinars/>

Selecting the Intervention Model and Partners/Providers for Low-Achieving Schools from the Center on Innovation and Improvement  
<http://www.centerii.org/leamodel/>

### **RESOURCES FOR GRANT APPLICATIONS**

**United States Department of Education**  
<http://www2.ed.gov/programs/sif/index.html>

**Center for Comprehensive School Reform and Improvement**  
[http://www.centerforcsri.org/index.php?option=com\\_frontpage&Itemid=1](http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1)

**Center on Innovation and Improvement**  
<http://www.centerii.org>

**Regional Educational Libraries Program**  
<http://ies.ed.gov/ncee/edlabs/>

**What Works Clearinghouse**  
<http://ies.ed.gov/ncee/wwc/>

## APPENDIX C

### RUBRIC FOR APPLICATION REVIEW

**Note that a Level III must be met in all areas before approval is granted.**

#### LEA Capacity

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>None of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>	<ul style="list-style-type: none"> <li>All of the indicators for the chosen intervention model are addressed in the LEA application.</li> </ul>

#### LEA Procedures/Polices for External Providers

The written procedure/policy must include the following *steps*:

- Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- Research and prioritize available providers, which may include contacting other LEAs that have used the provider;
- Engage parents and other stakeholders in the review and selection process;
- Evaluate the external provider’s progress toward goals and expectations; and
- Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the <i>steps</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all <i>steps</i>.</li> </ul>

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The justification for the selection of external providers does not include the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The justification for the selection of external providers includes some of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.</li> </ul>

**LEA Integration of Services**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has not integrated resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has integrated some resources (1-2) to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has integrated multiple resources (3 or more) to support the selected intervention model.</li> </ul>

**LEA Modification of Policies and Procedures**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA describes how policy was or policies were modified to enable schools to implement all of the requirements of the selected intervention model.</li> </ul>

**LEA Sustainability**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has addressed none of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has addressed some of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has addressed all the indicators of sustainability.</li> </ul>

**School Needs Assessment and Identification of Intervention Model**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>No data sources were used in the analysis or summary of analysis is nonexistent.</li> <li>The identified model is not supported by the data analysis and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Few data sources (1-3) were used and summarized into a limited analysis.</li> <li>The identified model is partially supported by the data analysis and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis.</li> <li>The identified model is fully supported by the data analysis and needs assessment.</li> </ul>

**School SMART Goals**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</li> </ul>	<ul style="list-style-type: none"> <li>Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results driven, and time-bound.</li> </ul>

**School Integration of Services**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has not integrated resources to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has integrated some resources (1-2) to support the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has integrated multiple resources (3 or more) to support the selected intervention model.</li> </ul>

**School Modification of Policies and Procedures**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has provided little to no policy change to enable schools to implement the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>The school has provided some policy change to enable schools to implement interventions.</li> </ul>	<ul style="list-style-type: none"> <li>The school has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.</li> </ul>

**School Sustainability**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The school has addressed none of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The school has addressed some of the indicators of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>The school has addressed all the indicators of sustainability.</li> </ul>

**School Action Plan for Pre-Implementation**

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.</li> </ul>

\*[Non-Regulatory Guidance on School Improvement Grants](#)

**School Action Plan for Intervention Model**

The Action Plan must also include the following *additional factors*:

- The LEA has staff in place with the credentials and capacity to design and implement the selected intervention model(s) while still meeting the needs of LEA initiatives;
- The LEA has committed time and resources to adequately facilitate the design and ongoing implementation of the selected intervention model(s);
- The LEA has an ongoing process in place that will inform the design and implementation of the selected intervention model(s); and
- The LEA has demonstrated adequate capacity, as defined in Section B, Part 1 of the SEA application, to implement the selected intervention model(s).

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• The Action Plan is not complete or does not provide required information regarding the intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>• The Action Plan addresses some of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the <i>additional factors</i> identified above.</li> </ul>	<ul style="list-style-type: none"> <li>• The Action Plan addresses all the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the <i>additional factors</i> identified above.</li> </ul>

**LEA/School Budget Summary\***

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>• None of the required budget criteria are addressed.</li> <li>• None of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• The LEA has not funded the required components of the chosen intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the required budget criteria are addressed.</li> <li>• Some of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• The LEA has funded some of the required components of the chosen intervention model, considering the needs assessment and the LEA’s ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• All required budget criteria have been addressed.</li> <li>• All of the additional grant requirements are addressed in the narrative and included in the budget worksheet.</li> <li>• The LEA has funded all of the required components of the chosen intervention model, considering the needs assessment and the LEA’s ability to align other resources.</li> </ul>

*\* Note that Summary Budget Pages and Justification Pages for the LEA and Priority Schools will be reviewed by the School Support/School Improvement Office for accuracy.*