

**OKLAHOMA LEA
APPLICATION INSTRUCTIONS
FY2015 & FY2016
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.

Oklahoma’s Definition of Focus Schools: As part of Oklahoma’s ESEA flexibility waiver, the Department is required to annually identify based on the most recent data available, Title I schools that have specific ESEA subgroups with low achievement and/or graduation rates as “Focus” schools. In Oklahoma, those subgroups are African-American, Limited English Proficiency, and Special Education students for low achievement. The subgroups for low graduation rates are African-American and Hispanic students.

The U.S. Department of Education requires the number of Focus Schools must be at least 10 percent of the total number of Title I schools in Oklahoma. To satisfy this requirement, schools that satisfy all of the following criteria will be identified as Focus Schools:

1. The school must have a sufficient proportion of their student population belong to at least one of the focus-eligible subgroups.
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 - a. The school’s performance on federally required reading and math assessments (i.e., Reading and Math in grades 3-8, Algebra I, and English II) for a focus-eligible subgroup is at or below the focus cut score for that year and subgroup, or
 - b. The average of the school’s graduation rates for a focus-eligible subgroup from the three most recently reported school years is at or below the focus graduation cut for that year and subgroup, unless the school’s graduation rate has significantly improved during that time.
3. The school is not already identified as a Priority school.

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.

SIX INTERVENTION MODELS:

Any Priority and/or Focus Schools an LEA chooses to serve must implement one of six school intervention models: turnaround model, restart model, school closure, transformation model, evidenced-based, whole-school reform, or early learning 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.

Note: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

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: Any LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) can modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element.

Evidence-based, whole-school reform model –**Only the approved models listed on United States**

Department of Education’s webpage can be adopted. This information can be found at

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. Under the final requirements, an evidence based, whole school reform model: (1) Is supported by evidence of effectiveness, which must include at least one study of the model that (A) Meets What Works Clearinghouse evidence standards with or without reservation; (B) Found a statistically significant favorable impact on a

student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and (c) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section); (2) Is a whole-school reform model as defined in these requirements; and (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Early learning model: Implement each of the following strategies: (A) Offer full-day Kindergarten; (B) Establish or expand a high-quality preschool program (as defined in these requirements); (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; (3) Replace the principal (although a principal recently hired in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE); (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals; (5) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system; (7) Use data to identify and implement an instructional program; (8) 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 educational and developmental needs of individual students; (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring 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 implement successfully school reform strategies.

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 and/or Focus 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 or Focus 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. The SEA Office of School Turnaround will provide support and perform site visits at each Priority and/or Focus School receiving 1003(g) funds. The primary function of SEA site 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. Priority Schools and Focus 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 and Focus Schools to communicate with the SEA.

Additionally, LEAs and staff from Priority Schools and Focus 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. At least twice a year, the SEA will conduct a meeting for all SIG cohort groups to provide additional PD and allow networking among all Priority Schools and Focus Schools receiving 1003(g) funds.

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 and/or Focus School to be served, and the budget section. See the application checklist below for required application forms and documentation.

| Required Component/Documentation | Number of Pages |
|--|------------------------|
| LEA Section | |
| 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 |
| LEA Effective Oversight | Up to 5 pages |
| LEA Implementation of Evidenced-Based Strategies | Up to 5 pages |
| LEA Eligibility Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model | Up to 5 pages |
| School Section (to be completed for each school served) | |
| 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 Planning Year One | Up to 5 pages |
| School Action Plan for Engaging Family and Community | Up to 5 pages |
| School Action Plan for Selected Model | As Needed |
| Budget | |
| 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 **Wednesday, December 14, 2016 at close of business**. 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 FY2015/2016 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2015/2016 application to beth.steele@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 on Friday, February 24, 2017. 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 Support.

Beth Steele, Director of School Improvement Grants, Office of School Support
beth.steele@sde.ok.gov
(405) 521-2809

Desarae Witmer, Executive Director of School Support
Desarae.Witmer@sde.ok.gov
(405) 521-3302

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 and/or Focus Schools to be served.

| Required Component/Documentation | # of Pages |
|--|---------------|
| LEA Section | |
| <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 |
| <input type="checkbox"/> LEA Effective Oversight | Up to 5 pages |
| <input type="checkbox"/> LEA Implementation of Evidenced-Based Strategies | Up to 5 pages |
| <input type="checkbox"/> LEA Eligibility of Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model | Up to 5 pages |

APPLICATION COVER SHEET

LEAs must complete one (1) application cover sheet regardless of number of Priority and/or Focus 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, evidence-based, whole-school reform, early learning, 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 report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- D. Sub-grantees will ensure that each Tier I and Tier II School, or each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- E. Sub-grantees will include in any contract with 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).
- F. 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. Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
 - c. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
 - d. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.
 - e. Percentage of limited English proficient students who attain English language proficiency.
 - f. Dropout rate;
 - g. Graduation rate (if applicable);
 - h. Student attendance rate;
 - i. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - j. Discipline incidents;
 - k. Chronic absenteeism rates;
 - l. Postsecondary student enrollment; and
 - m. Teacher attendance rate.
- 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 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 an 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 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.
- K. 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 and Focus 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 FY2013 funds. In the second chart, the LEAs must list all schools within the LEA that are being served with FY2014 funds. In the third chart, the LEA must list all schools that are eligible to receive FY2015/2016 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority and/or Focus School is eligible, but is not applying for FY2015/2016 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served” and include them in the final chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools and Focus 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 and Focus 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 and Focus 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.

| Indicators | Model(s) of Intervention |
|--|---|
| <ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. | All Models |
| <ul style="list-style-type: none"> • If applicable, the LEA has outlined how it will modify one element to meet the intent and purpose of the original element in Title VI Subpart 1 or 2 of Part B (REAP Services). | Turnaround, and Transformation Models |
| <ul style="list-style-type: none"> • 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. | All Models |
| <ul style="list-style-type: none"> • 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 http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf. | All Models |
| <ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. | All Models |
| <ul style="list-style-type: none"> • 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 http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf. | All Models |
| <ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | All Models |
| <ul style="list-style-type: none"> • The LEA has developed budgets for each of the years over the period of availability of the grant, not to exceed 5 years, that directly align to the activities and strategies stated in the plan. | Turnaround, Transformation, Restart, Early Learning |
| <ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | Turnaround, Transformation, Restart, Early Learning |
| <ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority and/or Focus School to be served. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | Turnaround, Transformation, Restart |

| | |
|--|---|
| <ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measurable objectives (AMOs) in at least reading/language arts and mathematics. | Turnaround, Transformation, Restart, Early Learning Model |
| <ul style="list-style-type: none"> 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. | Turnaround, Transformation, Restart, Early Learning |
| <ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. | All Models |
| <ul style="list-style-type: none"> 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 and/or Focus Schools. | All Models |
| <ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | Turnaround, Transformation, Restart, Early Learning, |
| <ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | School Closure |
| <ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. | All Models |
| <ul style="list-style-type: none"> Assurances are signed and submitted with the application. | 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:

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

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, and credit recovery programs).

LEA SUSTAINABILITY EFFORTS

The LEA must submit a plan for sustaining the reforms during the final year of the availability of funds and/or after the funding period for 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.

LEA EFFECTIVE OVERSIGHT

The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office(r)).

LEA EVIDENCE-BASED STRATEGIES

The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

LEA’s ELIGIBLE FOR SERVICES UNDER REAP

If the LEA is eligible for services under subpart 1 or 2 of part B of Title IV of the ESEA may modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element. The LEA must describe how it will modify the one element if applicable

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G)**

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

| School Section (to be completed for each school served) | |
|---|---------------|
| <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 Engaging Family and Community | Up to 5 pages |
| <input type="checkbox"/> School Action Plan for Selected Model | As Needed |

APPLICATION COVER SHEET

For each Priority School and/or Focus 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 and/or Focus Schools.

For each Priority School and/or Focus 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 and/or Focus 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 and/or Focus 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.

Early Learning 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 early learning model?

- What changes in policies and procedures must accompany the early learning model?
- What changes in operational practice must accompany the early learning model; and, how will these changes be implemented and sustained?

Evidence-Based, Whole-School Reform Model

- What is the LEA's capacity to support the evidence-based, whole school reform?
- What steps are in place to analyze the partnership between the LEA and the whole-school reform model developer?
- What steps are in place to make certain reform decisions are based on tangible data and readily transparent to all stakeholders?
- What changes in policies and procedures must accompany the reform?
- What changes in operational practice must accompany the reform; and, how will these changes be implemented and sustained?

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.

(For any LEA eligible for services under subpart 1 & 2 of Title VI of the ESEA, Rural Education Assistance Program that proposes to modify one element of the turnaround or transformation model must include in the narrative which element they will be modifying of the chosen model and how it will meet the intent and purpose of the original element).

SCHOOL SMART GOALS

LEAs must establish annual goals for each of the years over the period of availability of the grant, not to exceed 5 years, for each Priority School and/or Focus 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 2015-2016 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 each of the years over the period of availability of the grant, not to exceed five years, for each Priority School and/or Focus 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 each of the years over the period of availability of the grant, not to exceed five years.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Priority School and/or Focus 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:

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

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

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 and/or Focus 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 Focus 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 PLANNING/FULL YEAR ONE

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 planning year one including specific strategies, persons responsible, and a timeline for actions.

Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the "planning year" to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlas McCauley

The document is attached and also available at: http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

In this section of the application, the LEA should explain in detail the plans for engaging families and the community in the selection of the intervention model and involvement throughout the implementation of the selected intervention model.

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for each of the years over the period of availability of the grant, not to exceed 5 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 and/or Focus 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 and/or Focus 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.

| Budget | |
|--|---------------|
| 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 for each of the years over the period of availability of the grant, not to exceed five years. 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 and/or Focus 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 planning year one. The plan must include specific strategies that will occur, an explanation of how the strategies will ensure full implementation

of the model, an identification of persons responsible for the actions, and a detailed timeline.

LEA SUMMARY BUDGET AND JUSTIFICATION

**Note: The period of availability of FY2015 & FY2016 school improvement funds for SEA and all of its LEAs is through September 30, 2021. Because all funds have to be liquidated by September 30, 2021, final claims will need to be submitted no later than June 30, 2021.*

2017-2018-Planning/Full Implementation

2018-2019-Full Implementation

2019-2020-Full Implementation

2020-2021-Sustainability

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 and/or Focus 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 FY2016 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 and/or Focus Schools should **not** exceed the maximum allowable during each of the years over the period of availability of the grant for each identified school.

PLANNING/FULL IMPLEMENTATION YEAR ONE BUDGET

The LEA must also provide a budget narrative for each of the Priority Schools and/or Focus Schools for planning/full implementation one activities. The LEA must include a description of any expenditures budgeted on the planning/full implementation year justification page and how they align to the activities described in this application.

Note: The following guide provides tools, checklists, and questions for SEAs and LEAs aligned with the revised SIG requirements, primarily focused on how to leverage the “planning year” to build a foundation of success for SIG schools. School Improvement Grants [1003(g)] – Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year by Sam Redding, Lenay Dunn, and Carlos McCauley

The document is attached and also available at: http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

OKLAHOMA LEA APPLICATION

SCHOOL IMPROVEMENT GRANT 1003(G)

LEA SECTION

| | |
|--|------------------------------|
| Legal Name of Applicant: | Applicant's Mailing Address: |
| Local Educational Agency Contact for the School Improvement Grant | |
| Name: | |
| Position and Office: | |
| Contact's Mailing Address: | |
| Telephone: | |
| Fax: | |
| Email address: | |
| Superintendent (Printed Name): | Telephone: |
| Signature of the Superintendent X _____ | Date: |
| The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein. | |

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 Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements. (*federal*)

- B. The sub-grantees will establish annual goals for student achievement on the State’s 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 Tier I and Tier II school, or priority and focus 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*)

- C. Sub-grantees will report school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. (*federal*)

- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions. (*federal*)

- 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 Priority and/or Focus 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 site visits and the 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 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.

- I. 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.
- J. 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.

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.

Schools Served with FY2013 SIG Funds (add more rows as needed)

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

Schools served with FY2014 Funds (add more rows as needed):

| School Name | NCES ID # | INTERVENTION MODEL | | | | | | | | |
|-------------|-----------|--------------------|-------|------------|---------|----------------|----------------|--------------------|---------------------|--------------------|
| | | Priority | Focus | Turnaround | Restart | School Closure | Transformation | Early Intervention | Whole School Reform | Will Not be Served |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Schools eligible for FY2015/FY2016 Funds: add more rows as needed.

| School Name | NCES ID # | INTERVENTION MODEL | | | | | | | | |
|-------------|-----------|--------------------|-------|------------|---------|----------------|----------------|--------------------|---------------------|--------------------|
| | | Priority | Focus | Turnaround | Restart | School Closure | Transformation | Early Intervention | Whole School Reform | Will Not be Served |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

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

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

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.

| Indicators | LEA Narrative |
|--|---------------|
| <ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. | |
| <ul style="list-style-type: none"> The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable. | |

| | |
|--|--|
| <ul style="list-style-type: none"> • 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. | |
| <ul style="list-style-type: none"> • 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 http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf. | |
| <ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. | |
| <ul style="list-style-type: none"> • 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 http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf. | |
| <ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | |
| <ul style="list-style-type: none"> • The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan. | |
| <ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | |
| <ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School and/or Focus School to be served. | |
| <ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | |
| <ul style="list-style-type: none"> • The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics. | |
| <ul style="list-style-type: none"> • 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. | |
| <ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they | |

| | |
|--|--|
| have sound fiscal management with limited audit findings. | |
| <ul style="list-style-type: none"> 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 and/or Focus Schools. | |
| <ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | |
| <ul style="list-style-type: none"> The LEA completed the grant application within the timelines set forth in the application. | |
| <i>Only For LEAs implementing School Closure</i> | |
| <ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | |

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 and/or Focus 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/or Focus Schools and their selected intervention models.
- Data-based evidence of success working with similar populations.

| |
|---------------------------|
| <i>Start typing here.</i> |
|---------------------------|

INTEGRATION OF SERVICES

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

| Resource | Alignment with 1003(g) |
|---|-------------------------------|
| Title I, Part A | |
| Title II, Part A | |
| Title III, Part A | |
| Title VI, Subpart 1 or 2 of Part B, if applicable | |
| Other Federal Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| State Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| Local Resources <ul style="list-style-type: none"> • <i>List here.</i> | |

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.

Start typing here.

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.

Start typing here.

LEA EFFECTIVE OVERSIGHT

In the space below, identify a Turnaround Office(r) and provide in the narrative, evidence of the following:

- Collaboration with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Collaboration 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.
- 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.
- Collaboration with OSDE on implementation and progress of chosen model.

Start typing here.

LEA IMPLEMENTATION OF EVIDENCED BASED STRATEGIES

In the space below, provide the LEA plan for implementing one or more evidence-based strategies that is to the extent practicable, and in accordance with the selected intervention model. Provide in the narrative, evidence of the following:

- Researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- Person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- Strategic plan is in place for professional development to implement the evidenced-based strategy(s);
- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

Start typing here.

LEA ELIGIBILITY SERVICES UNDER (REAP)/PROPOSAL TO MODIFY ONE ELEMENT OF THE TURNAROUND OR TRANSFORMATION MODEL IF APPLICABLE

In the space below, identify which model and element will be modified and how it will meet the intent and purpose of that element.

Start typing here.

OKLAHOMA LEA APPLICATION SCHOOL IMPROVEMENT GRANT 1003(G)

SCHOOL SECTION

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

| | |
|--|--|
| School Name: Address: | SIG Site Contact: Name & Position: Phone#: Email Address: |
| Grade levels enrolled (SY14-15): | Number of Students Enrolled (SY14-15): |
| Title I Status: <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School | |
| Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Early Learning <input type="checkbox"/> Evidence-Based, Whole-School Reform | |
| Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years. | |
| Year 1: SY 2017-18 | |
| Year 2: SY 2018-19 | |
| Year 3: SY 2019-20 | |
| Year 4: SY 2020-21 | |
| Total Amount of Funding Requested for this School | |

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 and/or Focus Schools.

Start typing here.

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

| Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards) | Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes) | Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education) |
|---|---|--|
| | | |
| | | |

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|--|--|--|
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| | | |

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

| Name | Title | Stakeholder Group |
|------|-------|-------------------|
| | | |
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Provide in the space below a narrative describing the needs assessment **process** the LEA used to collect, analyze, and report data.

Start typing here.

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

| Areas to be considered as part of the comprehensive needs assessment. | Summary of analysis of each of the areas considered as part of the comprehensive needs assessment. |
|--|--|
| School Profile: Includes student and staff data | |
| Curriculum: Includes academic expectations, alignment to Oklahoma Academic Standards, and the process to monitor, evaluate and review curriculum | |
| Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of | |

| | |
|---|--|
| assessment data | |
| Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration | |
| School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity | |
| Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners | |
| Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process | |
| Leadership: Includes process for decision making, policies and procedures, and the shared vision | |
| Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming | |
| Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation | |

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.

| |
|---------------------------|
| <i>Start typing here.</i> |
|---------------------------|

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for five (5) 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 2017-2018: |
| Goal for 2018-2019: |
| Goal for 2019-2020: |
| Goal for 2020-2021: |
| Rationale: |

| SMART Mathematics Goals |
|-------------------------|
| Goal for 2017-2018: |
| Goal for 2018-2019: |
| Goal for 2019-2020: |
| Goal for 2020-2021: |
| Rationale: |

| SMART Graduation Rate Goals |
|-----------------------------|
| Goal for 2017-2018: |
| Goal for 2018-2019: |
| Goal for 2019-2020: |
| Goal for 2020-2021: |
| Rationale: |

INTEGRATION OF SERVICES

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

| Resource | Alignment with 1003(g) |
|--|------------------------|
| Title I, Part A | |
| Title II, Part A | |
| Title III, Part A | |
| Title VI, Subpart 1 or 2 of Part B, if applicable | |
| Other Federal Resources <ul style="list-style-type: none"> List here. | |
| State Resources <ul style="list-style-type: none"> List here. | |
| Local Resources <ul style="list-style-type: none"> List here. | |

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.

| |
|---------------------------|
| <i>Start typing here.</i> |
|---------------------------|

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;
- 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 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.

Start typing here.

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

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

1. How the school involved and received commitment of support from all stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
2. The school's plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model.

Start typing here.

SCHOOL ACTION PLAN

For each Priority and/or Focus School, complete an annual action plan for each year over the period of availability of the grant 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.

Start typing here.

| Name of School: | | | |
|---|--|------------------------------------|---|
| Turnaround Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Turnaround Model (LEA must implement actions 1-9) | | | |
| 1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | | | |
| 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. | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Turnaround Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 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. | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Transformation Model (LEA must implement actions 1-11) | | | |
| 1. Replace the principal who led the school prior to commencement of the transformation model. | | | |
| 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> 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. | | | |

| Name of School: | | | |
|---|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 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. | | | |
| 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. | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 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. | | | |
| 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. | | | |

| Name of School: | | | |
|---|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 9. Provide ongoing mechanisms for family and community engagement. | | | |
| 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. | | | |
| 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). | | | |
| 12. List any additional permissible strategies the LEA will implement as a part of the transformational model. | | | |

| Name of School: | | | |
|---|--|------------------------------------|---|
| Closure Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Provide detailed information regarding the plan to close a Priority and/or Focus School. | | | |
| 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. | | | |
| | | | |

| Name of School: | | | |
|---|--|------------------------------------|---|
| Restart Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Provide detailed information regarding the plan to restart a Priority and/or Focus School. | | | |
| 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. | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Early Learning Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Early Learning Model (LEA must implement actions 1-9) | | | |
| 1. Offer full-day kindergarten; and establish or expand a high-quality preschool program. | | | |
| 2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; | | | |
| 3. Replace the principal who led the school prior to commencement of the early learning model; | | | |
| 4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii); | | | |
| 5. Use the teacher and principal evaluation and support system described in section A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Early Learning Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; | | | |
| 6. 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 skill necessary to meet the needs of students in the school, taking into consideration the results from the teacher and support system described in section A.2(d)(1)(A)(ii) of these requirements, if applicable; | | | |
| 7. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards; and in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions; | | | |

| Name of School: | | | |
|--|--|------------------------------------|---|
| Early Learning Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 8. 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 educational and developmental needs of individual students; | | | |
| 9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies. | | | |

| | | | |
|--|---|------------------------------------|---|
| Name of School: | | | |
| Evidenced-Based, Whole-School Reform Model | Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html. | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Evidenced-Based, Whole-School Reform Model LEAs must implement actions (1-3) | | | |
| 1. Is supported by evidence of effectiveness, which must include at least one study of the model that meets <i>What Works Clearinghouse</i> evidence standards with or without reservations; found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the <i>What Works Clearinghouse</i> ; and if meeting <i>What Works Clearinghouse</i> evidence standards with reservation, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively | | | |

| Name of School: | | | |
|--|---|------------------------------------|---|
| Evidenced-Based, Whole-School Reform Model | Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html. | Timeline for Implementation | Name and Position of Responsible Person(s) |
| meet the large and multi-site sample requirements so long as each study meets the other requirements in this section; | | | |
| 2. Is a whole-school reform model as defined in these requirements; | | | |
| 3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements. | | | |
| 4. Identify components of the Evidenced-Based, Whole-School Reform Model and the staff assigned to ensure the components are being implemented. | | | |
| 5. 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 that they are equipped to facilitate effective teaching and learning | | | |

| Name of School: | | | |
|--|---|------------------------------------|---|
| Evidenced-Based, Whole-School Reform Model | Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html. | Timeline for Implementation | Name and Position of Responsible Person(s) |
| and have the capacity to successfully implement school reform strategies. | | | |
| 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 (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students. | | | |
| 8. Provide additional opportunities to increase academic, social, and physical health of students contributing to a well-rounded education. | | | |
| 9. Provide ongoing mechanisms for family and community engagement. | | | |
| 10. Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the | | | |

| Name of School: | | | |
|---|--|------------------------------------|---|
| Evidenced-Based, Whole-School Reform Model | Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Whole-School Reform Model Developer. | | | |

**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.

Start typing here.

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.

Start typing here.

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 and/or Focus 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 and/or Focus 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 and/or Focus 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.

Start typing here.

In the space below, provide a budget narrative for each of the Priority Schools and/or Focus 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.

Start typing here.

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 and/or Focus 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 and/or Focus School identified during each of the fiscal years over the period of availability of the grant.
- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX A

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

Defining key terms: To award School Improvement Grants to its LEAs, an SEA must define Priority and Focus 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 and/or Focus 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 and/or Focus 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;

B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(i) Screen all existing staff and rehire no more than 50 percent; and

(ii) 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.

(2) A turnaround model may also implement other strategies such as--

(A) Any of the required and permissible activities under the transformation model;

or

(B) A new school model (e.g., themed, dual language academy).

- **Restart model:**

(1) 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.) The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the like of the school, if the school has been open for fewer than three years), including-

- (A) Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;
- (B) Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;
- (C) High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA; and
- (D) No significant compliance issues, including in the areas of civil rights, financial management, and student safety;

(2) A restart model must enroll, within the grades it serves, and 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 elements:
 - (1) Developing and increasing teacher and school leader effectiveness.
 - (A) Required activities. The LEA must--
 - (i) Replace the principal who led the school prior to commencement of the transformation model;
 - (ii) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that-
 - (1) Will be used for continual improvement of instruction;

- (2) Meaningfully differentiate performance using at least three performance levels;
 - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - (4) Evaluate teachers and principals on a regular basis;
 - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - (6) Will be used to inform personnel decisions.
- (iii) Use the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements to 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; and
- (iv) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements, if applicable.
- (B) 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 skill 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.
- (2) Comprehensive instructional reform strategies.
- (A) Required activities. The LEA must-
- (i) 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;
 - (ii) 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; and

(iii) 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 implement successfully school reform strategies.

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

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

(ii) Implementing a school wide "response-to-intervention" model;

(iii) 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 English learners acquire language skill to master academic content;

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

(v) 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 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.

(3) Increasing learning time and creating community-oriented schools.

(A) Required activities. The LEA must-

(i) Establish schedules and strategies that provide increased learning time(as defined in these requirements): and

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

- (B) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-
- (i) 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;
 - (ii) 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;
 - (iii) 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
 - (iv) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- (4) Providing operational flexibility and sustained support.
- (A) Required activities. The LEA must-
- (i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (ii) 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 and EMO).
- (B) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-
- (i) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA, or SEA; or
 - (ii) 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.

- ***Evidence-Based, Whole-School Reform Model:*** – To implement an approved evidence-based proprietary or non-proprietary strategy. Additional information can be found on the USDE website at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> and should be taken into consideration when choosing one of the strategies. Under the final requirements, an evidence based, whole school reform model-

- (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-
 - (A) Meets *What Works Clearinghouse* evidence standards with or without reservations;
 - (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the *What Works Clearinghouse*; and
 - (C) If meeting *What works Clearinghouse* evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
 - (2) Is a whole-school reform model as defined in these requirements; and
 - (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.
- **Early Learning Model:** An LEA implementing the early learning model in an elementary school must-
 - (1) Implement each of the following early learning strategies-
 - (A) Offer full-day kindergarten;
 - (B) Establish or expand a high-quality preschool program (as defined in these requirements);
 - (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;
 - (3) Replace the principal who led the school prior to commencement of the early learning model;
 - (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers, and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);
 - (5) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (6) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;
 - (7) Use data to identify and implement an instructional program that-

- (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
- (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- (8) Promote the continuous use of student data (such as form formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
- (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (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 implement successfully school reform strategies.

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 (i.e., Priority Schools) in the state.

Oklahoma submitted a request to the U.S. Department of Education for waivers of certain ESEA requirements. Oklahoma's ESEA Flexibility Waiver Renewal (Revised 7-28-15) includes the following definitions for Priority School Designation and Focus School Designation:

Priority is defined as any school that received the grade of "F", scores in the bottom 5% for grade span serving in reading and math, has a graduation rate below 60% for three consecutive years, and has a graduation rate of 50% for any given year or any school who has received a School Improvement Grant.

Focus is defined as any school contributing to the achievement gap for students with disabilities (IEP), English Learners (ELL) and/or Black subgroups and the school had a higher than the state's average population percentage for that subgroup and have the lowest performance for a grade span in reading and math or have the lowest graduation rate for the subgroups. Beginning in 2015-2016, with approval of the ESEA Waiver, Focus Designation will also be assigned to schools with a graduation rate below the state's average.

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, 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 and/or Focus 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 and/or Focus 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

Overview of The Guide to Working With External Providers by Learning Point Associates
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

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

The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Criteria:

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority and/or Focus School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for number of years over the period of availability of the grant 1003(g) that directly align to the activities and strategies stated in the plan.
- h) 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.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.
- j) The LEA has established an FTE for an LEA Turnaround Office or Office(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

NOTE* A level III must be met in all areas before approval is granted.

| Level I | Level II | Level III |
|--|---|--|
| <ul style="list-style-type: none"> None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. | <ul style="list-style-type: none"> Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. | <ul style="list-style-type: none"> All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. |

EXTERNAL PROVIDERS

The LEA has demonstrated how it has, or will, recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

Criteria:

- a) The LEA’s written procedure/policy includes analysis of school operational needs and articulates specific goals and expectations for the provider;
- b) The LEA’s plan includes research and priority of available providers, which may include contacting other LEA’s that have used the provider;
- c) The LEA has included parents and other stakeholders in the review and selection process of external providers;
- d) The LEA’s plan includes and evaluation process for the external provider’s progress toward goals and expectation;
- e) The LEA’s plan defines consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

***NOTE* A level III must be met in all areas before approval is granted.**

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

| Level I | Level II | Level III |
|---|---|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

LEA INTEGRATION OF SERVICES

The LEA has demonstrated it will use the School Improvement Grants funds to provide adequate resources and related support to each school it commits to serve in order to implement fully and effectively the selected intervention on the first day of the first school year of full implementation.

Criteria:

- a) The LEA has provided a budget indicating the amount of school improvement funds it will use in each school in each year it commits to serve.
- b) The LEA seeking funds for a planning year has described the planning/pre-implementation activities it will undertake, the timeline for implementing those activities, and a description of how the activities will lead to successful implementation of the selected intervention.
- c) The LEA’s budget covers at least three years and no more than five years and has the size and scope to implement the selected school intervention model.
- d) The LEA has provided a description of the activities and included the budgeted amount of funds necessary to support sustainability.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|--|--|---|
| The LEA has addressed none of the indicators of providing adequate resource and support in order to implement the selected intervention. | The LEA has addressed some of the indicators of providing adequate resource and support in order to implement the selected intervention. | The LEA has fully and thoughtfully addressed all of the indicators of providing adequate resource and support in order to implement the |

| | | |
|--|--|------------------------|
| | | selected intervention. |
|--|--|------------------------|

LEA MODIFICATION OF POLICIES AND PROCEDURES

The LEA has demonstrated how it will modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Criteria:

- a) The LEA provides a description of how policy was or policies were modified to enable the school(s) to implement the requirements of the selected intervention model to include: providing flexibility in hiring practices at the school site, scheduling protected collaborative planning time, and changing the structure of a high school to enhance learning opportunities (i.e., small learning communities, dual-enrollment, and credit-recovery programs).

***NOTE* A level III must be met in all areas before approval is granted.**

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

LEA SUSTAINABILITY

The LEA has described how it will sustain the reforms after the funding period ends.

Criteria:

- a) The LEA has established a continuation plan to maintain a positive culture ensuring successful improvement of teaching and learning.
- b) The LEA has established a continuation plan to promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.
- c) The LEA has established a continuation plan to provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy,

instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully continue the school reform strategies.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|---|---|--|
| The LEA had addressed none of the indicators of sustainability. | The LEA has addressed some of the indicators of sustainability. | The LEA has fully and thoughtfully addressed all the indicators of sustainability. |

LEA OVERSIGHT

The LEA has demonstrated how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve, such as by creating an LEA turnaround office.

Criteria:

- a) The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools, and the 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.

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.
- 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.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|---|---|--|
| <ul style="list-style-type: none"> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model. | <ul style="list-style-type: none"> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included some of the required job descriptors. | <ul style="list-style-type: none"> The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model and included all of the required job descriptors. |

EVIDENCE-BASED STRATEGIES

The LEA has demonstrated how, to the extent practicable, in accordance with its selected SIG intervention model(s), it will implement one or more evidence-based strategies.

Criteria:

- a) The LEA has researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- b) The LEA has a person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- c) The LEA has a strategic plan in place for professional development to implement the evidenced-based strategy(s);
- d) The LEA has ensured alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level 1 | Level II | Level III |
|--|--|---|
| The LEA has addressed none of the indicators of how it will implement one or more evidence-based strategies. | The LEA has addressed some of the indicators of how it will implement one or more evidence-based strategies. | The LEA has addressed all of the indicators of how it will implement one or more evidence-based strategies. |

MODIFICATIONS FOR LEA’S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM

For an LEA eligible for services under subpart 1 & 2 of part B of title VI of the ESEA (Rural Education Assistance Program) that proposes to modify one element of the turnaround or transformation model, the LEA has described how it will meet the intent and purpose of that element.

Criteria:

- a) The LEA has identified which schools receiving School Improvement Funds are eligible for Title VI funds, which element they will be modifying of the chosen model, and how it will meet the intent and purpose of the original element.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|---|---|--|
| The LEA has addressed none of the indicators of how it will meet the intent and purpose of the element chosen to modify | The LEA has addressed some of the indicators of how it will meet the intent and purpose of the element chosen to modify | The LEA has addressed all of the indicators of how it will meet the intent and purpose of the element chosen to modify |

IMPLEMENTING RESTART MODEL

For an LEA that proposes to use SIG funds to implement the restart model in one or more eligible schools, the LEA has demonstrated that it will conduct a rigorous review process, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

Criteria:

- a) The LEA’s application demonstrates it will conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds.
- b) The LEA’s review process included a determination that the charter school operator, CMO, or EMO is likely to produce strong results for the school.
- c) The LEA’s review process includes data from the selected CMO/EMO that shows significant improvement in academic achievement for designated student groups, success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide for all designated student groups, High

school graduation rates, where applicable, that are above the average rates in the State for the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

NOTE* A level III must be met in all areas before approval is granted.

| Level I | Level II | Level III |
|---|---|--|
| The LEA had addressed none of the indicators of implementing the restart model. | The LEA has addressed some of the indicators of implementing the restart model. | The LEA has fully and thoughtfully addressed all the indicators of implementing the restart model. |

IMPLEMENTING EVIDENCE-BASED, WHOLE SCHOOL REFORM MODEL

For an LEA that proposes to use SIG funds to implement, in partnership with a strategy developer, an evidence-based, whole-school reform model in a school, the LEA has demonstrated that the evidence supporting the strategy it proposes to implement includes a sample population or setting similar to the population or setting of the school to be served and that the LEA has partnered with a strategy developer that meets the definition of “strategy developer” in the SIG requirements.

Criteria:

- a) The LEA has provided evidence standards with or without reservation that meet “What Works Clearinghouse”.
- b) The LEA has chosen a “strategy developer” that maintains proprietary rights for the strategy or, if no entity or individual maintains proprietary rights for the strategy, an entity or individual that has a demonstrated record of success in implementing the strategy in one or more low-achieving schools or that, together with a partner LEA, has a high quality plan for implementing the strategy in a school.
- c) The LEA’s “whole-school reform model” is designed to improve student academic achievement or attainment, will be implemented for all students in a school, and addresses, at a minimum and in a comprehensive and coordinated manner, school leadership, teaching and learning in at least one full academic content area (including professional learning for educators), student non-academic support, and family and community engagement.
- d) The LEA has included sample populations or settings similar to the population or setting of the school to be served for the proposed reform strategy.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|---|---|--|
| The LEA had addressed none of the indicators of partnering with a strategy developer. | The LEA has addressed some of the indicators of partnering with a strategy developer. | The LEA has fully and thoughtfully addressed all the indicators of partnering with a strategy developer. |

SCHOOL NEEDS ASSESSMENT AND IDENTIFICATION OF INTERVENTION MODEL

The LEA has analyzed the needs of each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA’s application and has selected an intervention for each school that is designed to meet the specific needs of the school, based on a needs analysis that, among other things, analyzes the school improvement needs identified by families and the community, and takes into consideration family and community input in selecting the intervention for each school.

Criteria:

- a) The LEA has analyzed multiple sources of data which may include, but is not limited to student and staff profiles; student achievement data; curriculum analysis data, state and local assessment data; instructional practices inventories; focus walks; school culture surveys; student, family and community surveys and demographic information; professional growth and development inventories and evaluations; leadership evaluations; organizational charts and job descriptions; previous budgets and resource allocations; and results of previous annual plan reviews and updates; and provide in its application a detailed summary of this analysis.
- b) The LEA identified, based on the results of the data analysis and needs assessment, an intervention model for each Priority and/or Focus School the district elects to serve and demonstrate in the application with a narrative describing the correlation between the results of the data analysis, needs assessment report, and chosen model.
- c) The LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority and/or Focus Schools.

***NOTE* A level III must be met in all areas before approval is granted.**

| Level I | Level II | Level III |
|--|--|---|
| <ul style="list-style-type: none"> • No data sources were used in the analysis or | <ul style="list-style-type: none"> • Few data sources (1-3) were used and | <ul style="list-style-type: none"> • Multiple data sources (4 or more) were used |

| | | |
|---|---|--|
| <p>summary of analysis is nonexistent.</p> <ul style="list-style-type: none"> • The identified model is not supported by the data analysis and needs assessment. | <p>summarized into a limited analysis.</p> <ul style="list-style-type: none"> • The identified model is partially supported by the data analysis and needs assessment. | <p>and have been summarized into a meaningful analysis.</p> <ul style="list-style-type: none"> • The identified model is fully supported by the data analysis and needs assessment. |
|---|---|--|

SCHOOL SMART GOALS

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

SCHOOL INTEGRATION OF SERVICES

The LEA has demonstrated how it will align other resources with the selected intervention.

Criteria:

- a) The LEA has a plan for designating Title I, Part A Funds. Examples to include: stipends for teachers attending professional development or supplemental materials for extended school hours.
- b) The LEA has a plan for designating Title II, Part A Funds. Examples to include: Registration and travel for teachers attending national conferences and/or workshops.
- c) The LEA has a plan for designating Title III, Part A Funds. Examples to include: Professional development in strategies for English Language Learners.
- d) The LEA has a plan for designating Title VI, Part B if applicable.

****NOTE* A level III must be met in all areas before approval is granted.***

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

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

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

FAMILY AND COMMUNITY ENGAGEMENT

The LEA has demonstrated how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

Criteria:

- a) The LEA has demonstrated 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.
- b) The LEA has a plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model. (e.g. Mentoring Programs, Community Action Boards, Science and Art Fairs, Grandparents Day)

****NOTE* A level III must be met in all areas before approval is granted.***

| Level I | Level II | Level III |
|--|--|---|
| The LEA has addressed none of the indicators of family and community engagement. | The LEA has addressed some of the indicators of family and community engagement. | The LEA has fully and thoughtfully addressed all the indicators of family and community engagement. |

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority and focus school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Criteria:

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model's design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority and/or Focus School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority and/or Focus School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for five (5) fiscal years that directly align to the activities and strategies stated in the plan.
- h) 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.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority and/or Focus School to be served.
- j) The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

NOTE* A level III must be met in all areas before approval is granted.

| Level I | Level II | Level III |
|--|---|--|
| <ul style="list-style-type: none"> • None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application. | <ul style="list-style-type: none"> • Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. | <ul style="list-style-type: none"> • All of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application. |

LEA/School Budget Summary

| Level I | Level II | Level III |
|---|--|--|
| <ul style="list-style-type: none"> • None of the required budget criteria are addressed. • None of the additional grant requirements are addressed in the narrative and included in the budget worksheet. • The LEA has not funded the required components of the chosen intervention model. | <ul style="list-style-type: none"> • Some of the required budget criteria are addressed. • Some of the additional grant requirements are addressed in the narrative and included in the budget worksheet. • 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. | <ul style="list-style-type: none"> • All required budget criteria have been addressed. • All of the additional grant requirements are addressed in the narrative and included in the budget worksheet. • 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. |

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