OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

LEA SECTION

Legal Name of Applicant: Sapulpa Public Schools	Applicant's Mailing Address: 511 East Lee Avenue Sapulpa, OK 74066
Local Educational Agency Contact for the School Improvement Grant Name: Larry Smith Position and Office: Deputy Superintendent Contact's Mailing Address: 511 East Lee Avenue, Sapulpa, OK 74066 Telephone: 918-224-3400 Fax: 918-2278348 Email address: lsmith@sapulpaps.org	

Superintendent (Printed Name): Kevin Burr	Telephone: 918-224-3400
Signature of the Superintendent X_____	Date: June 19, 2015
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 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.

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Signature of Superintendent   Date

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

Note: All schools are priority schools.

Schools Served with FY2011 SIG funds:

	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
Liberty STEM Academy					X

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		Turnaround	Restart	School Closure	Transformation
N/A					

Schools Eligible for FY2014 Funds (*add more rows as needed*):

School Name	NCES ID #	Priority	Focus	INTERVENTION MODEL						
				Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Liberty STEM Academy	125	X					X			

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

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

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
• 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.	Liberty STEM Academy will be implementing the Transformation Model with detailed activities and personnel movement where necessary. We will design a timeline for success. We have determined the people we need to provide leadership for all elements and interventions. Our needs not only revolve around personnel but we are also in need of materials, updated technology and professional development. We will also need teacher stipend money for training and professional

	development.
• 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.	Not Applicable
• 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.	Our district included stakeholders from the following: teachers, parents, administrators, students, school support team leaders, support staff, teachers' union, Board members and community members. Meetings were held to develop a plan of action understanding the level of commitment that is needed from all stakeholders not only to implement the transformation but to sustain the anticipated success.
• 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_Competencies.pdf.	Liberty Elementary has 100% compliance in the area of Highly Qualified Teachers with 23 certified teachers. 16 teachers have a BA degree and 7 have a Masters. One of our teachers is currently seeking her Master's Degree. Liberty has 21 career and 2 probationary teachers. 2 teachers at Liberty are Nationally Board Certified.

	Our teachers are ready for change and have received training this past year in using data to drive decisions, small group instruction, and student engagement. They have the ability to meet learner needs. 2015 OCCT preliminary data indicates significant growth compared to the previous year's results. The person selected as our turnaround officer has had many years of success in improving low income schools at the elementary level. Cathy has 30 years of experience in the teaching profession. She seeks out training opportunities and has successfully implemented programs and trained teachers in these programs to improve student achievement. She has also facilitated PLC's, training sessions, and mentored teachers and staff. She is well organized and managed and communicates well with all stakeholders. Our new principal, Tom Walsh, is a

	change agent and has the capacity to lead the reform needed at Liberty. These educators and leaders are innovative, willing to work with new and proven research based methods, and know they need to discontinue past strategies that were ineffective in order for transformation to take place at Liberty.
• The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed.	Liberty STEM Academy is in a suburban setting with 7 main sites. The 5 year trend data shows a decline in test scores along with parent engagement issues. With the newly hired elementary principal, Tom Walsh, we are anticipating great gains with his leadership toward increased academic achievement, as well as, improvement with family/community engagement and climate/culture.
• 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/	The district has replaced the principal for Liberty with Tom Walsh. Mr. Walsh is a public school educator with 25 years of successful teaching and administrative experience. Tom

Turnaround_Leader_Competencies.pdf.	graduated with cum laude honors from both Oral Roberts University *(BA - Spanish 1990)* and Northeastern State University. *(MA Ed. School Administration 1997)* Tom is also a bilingual speaker *(Spanish)* who studied abroad during his junior year at ORU *(1988 -89)* at The Institute of Spanish Studies in Valencia, Spain which was a program sponsored by Stanford University. In all, Tom has served as the head principal at four elementary schools in Sapulpa over the course of 18 years including Liberty Elementary from 2001 - 2003. Mr. Walsh's work as an administrator has always been in low income schools. He has served as the principal at Jefferson Heights since 2007. Furthermore, Jefferson Heights has been recognized by Impact Tulsa for their turnaround with outstanding reading scores in a low income school. Notwithstanding, Mr. Walsh is an accomplished public speaker and has served on various state boards/committees. Tom presented at the Advanced Ed. *(formerly NCA)* convention in Chicago, IL and presenter at a state OSSBA meeting held in Oklahoma City in 2008. Mr. Walsh has also served on a state

	board *(CEOE)* to review the Oklahoma Principal's Certification Exam and was also asked to be a part of a SDE advisory review for the Oklahoma TLE system. We are fortunate to have such a strong instructional leader to implement school transformation with Liberty STEM Academy.
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	The Superintendent, Deputy Superintendent, central administration, district elementary instructional coach, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-5th and are using the Grants Management System, as well as the Oklahoma Nine Essential Elements to assist us in the decision making process toward reform. After analyzing and reviewing data and personnel to determine specific needs for improvement, we selected the Transformation Model for Liberty STEM Academy.
• The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities	Budgets have been created using proposals and bids

and strategies stated in the plan.	from outside vendors to support each element of the five year plan, including salaries for the turnaround officer, a reading specialist, a math specialist, a STEM coordinator, and a parent liaison. Furthermore, professional development stipends, professional development training fees, 5 day teacher academy, 5 day new teacher academy, 5 on-site days during the year, technical assistance, coaching/modeling of scientifically research based intervention, enrichment materials, STEM professional development, balanced literacy focused professional development, STEM materials, literacy first materials, supplemental instruction materials, benchmark assessments, Kagan training and materials, costs for extended day and year, signing incentives, merit pay for increased test scores, technology hardware and support. All budgeted items are aligned with the grant requirements and were selected to meet identified needs toward improvement.

	Budget pages are attached.
• 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.	The implementation of a turnaround officer will be essential in effective monitoring. The turnaround officer will be located on site so monitoring will occur daily. In addition, the OSDE School Improvement Team will conduct on site visits, Data Reviews and provide feedback and training when appropriate. Data will be monitored and used consistently to drive decisions toward improvement and provide additional support for teachers as needed. Furthermore, data and the TLE Model will be used to identify teachers who may need to be placed on a plan for improvement and/or dismissed. Liberty will create a confidential data room to assist us in monitoring improvement. The data room will include information from OCCT assessments, students identified in the bottom 25% quartile from OCCT test scores, students benchmark results, formative assessment data, discipline referrals, student attendance, teacher attendance, DIBELS assessments, Literacy First assessments, and individual student learning plans.
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each	The LEA will implement extended time to the school day beginning with the 2016-2017

identified Priority School and/or Focus School to be served.	school year. Through this implementation, an additional 30 minutes of instructional time will be added to each day. In addition, 10 instructional days will be added to the school year.
• 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.	Ms. Cathy Rains has been selected as the LEA Turnaround Officer. She has taught for 30 years and has her Masters of Education degree as a Reading Specialist, Bachelor of Science degree in Special Education, and has been an adjunct professor for the College of Education at the University of Oklahoma. Cathy is a strong instructional leader who has worked in high poverty schools and knows what it takes to increase student academic achievement. She is diligent in collecting and using data to drive decisions. Cathy has facilitated Professional Learning Communities with teachers to review data, collaborate with teachers, and focus on results. She has strong management, organization and communication skills. Her expertise will truly benefit Liberty teachers, parents, students, and community.
• 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.	The LEA will provide a minimum of 90 minutes weekly for student focused teacher collaboration. We are currently planning to

	implement an "Early Out Friday" that will provide teachers the time to collaborate exclusively every Friday afternoon in PLC's. In addition, The LEA will provide additional time to meet in PLC's during the week. Training will be provided to facilitate the collaboration process for maximum effectiveness through leadership training, test data, Response to Intervention student needs, technology training and the use of the GMS tool.
• The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.	The Turnaround Officer, Cathy Rains, will collaborate with teachers, administration, special education director and the OSDE staff to discuss progress of the Elementary School and reform efforts. Ms. Rains is very knowledgeable and informed in areas of school improvement and relates well with all stakeholders. Within her 30 years of experience, she has worked at Jefferson Heights Elementary in Sapulpa as a Title I Reading Specialist and understands what it takes to work in a high poverty school and

	implement school improvement and reform. She was very instrumental in the gains that were made at Jefferson Heights. Furthermore, the culture and climate at Jefferson Heights are very similar to Liberty. Ms. Rains will meet weekly with the elementary principal, Mr. Walsh, to review data and make decisions utilizing research based strategies. She is also on the SIG School Improvement Team and will communicate and meet regularly with OSDE SEA staff, district administration, Superintendent, and Superintendent's Advisory Team to discuss progress of the school and implementation of SIG.
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	The LEA has participated in numerous federal and state grants with no audit finding surrounding those grants. We currently have Title I, Title II, Title VII and upcoming Priority Funds.
• 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.	Liberty STEM Academy used Marzano's Parent, Teacher, and Student surveys with the principal, teachers, students and parents.

	Meetings were also held with all stakeholders focused on implementation of the Transformation Model and strategies. The Grants Management Tool has also been utilized. These results/findings were used in order to design, support, monitor, and assess the implementation of the Transformation Model and strategies needed along with technical assistance and training, materials and technology needed.
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	The Transformation Model will be sustained with our Title funds, E-Rate funds and funds/materials from bonds. We will also continue to look for new funding sources. We will ensure our newly hired staff will receive the support to implement instructional strategies necessary to increase student achievement by using a "train-the-trainers" model during the funding years and after with our district coaches.
• The LEA completed the grant application within the timelines set forth in the application.	The grant application will be submitted on or before June 19, 2015.
Only For LEAs implementing School Closure	
• The LEA has access and proximity to higher achieving schools,	Not applicable to this site.

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 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.

X❐ 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.

Sapulpa Public Schools has selected Collier Education Consulting, LLC, dba Educational Consulting Service (ECS), Kim Collier, M.Ed., as the external provider to provide technical assistance and on-site training in research-based effective teaching strategies and classroom

coaching, curriculum mapping and alignment, creating school wide data systems and classroom data systems, creating and analyzing formative assessments, and support with teacher and administration effectiveness at Liberty STEM Academy (PK-5). The district contracted with Kim Collier for SY 2014/15 to work with the Liberty STEM Academy teaching staff. The district Elementary Instructional Coach was assigned to shadow Ms. Collier each time she worked with Liberty teachers for the purpose of follow up and reflection with teachers between visits. In the time that Kim spent with the staff, big changes began. Standards focused instruction, small groups for reading and math, and teachers understanding data were observed. The School Improvement Team has reviewed the 2015 preliminary OCCT data and Liberty STEM Academy had significant increases in both reading, mathematics, and social studies. Therefore, our evidence indicates this provider can be a valuable member of our improvement process. Kim Collier has many years of success in assisting similar districts/schools in transformation and developing systemic change to improve and sustain student achievement. She has been an external provider for hundreds of schools in the state of Oklahoma, as well as schools in Chicago, Texas, New Mexico, Arizona, and Arkansas. She has also served as the external provider for 6 other SIG schools. In addition, she is recognized as an expert and certified trainer in the Effective Schools reform model as the former lead administrator for the Center for Effective Schools with the University of Oklahoma and Curriculum Alignment and Mapping under Dr. Heidi Hayes Jacob. In addition, she is a national consultant and works with districts to provide Train the Trainer programs for sustainability and reform. Her services will include training, classroom modeling, classroom observation and coaching, professional resource development, administration support and implementation assessment of effective practices.

Executive Director of ECS, Kim Collier, M.Ed, holds a Masters Degree in Education with emphasis on Reading Education from the University of Central Oklahoma and a Bachelor of Science degree in Social Work from Oklahoma Christian University. Kim has been in education for over twenty-four years and is the Founder and Executive Director for Educational Consulting Services. She leads a comprehensive Pre-K-12 organization dedicated to school improvement and believes that effective teachers are critical to children's success in school and schools that provide good teaching are led by effective principals. Prior to that Kim worked at

the University of Oklahoma College of Continuing Education Center for Effective Schools as a Senior Program Development Specialist. Her primary responsibilities included providing technical assistance and training for schools in need of improvement, conducting training seminars and workshops, as well as National Institutes, on the Effective Schools Process, Comprehensive Reading and Math Instruction, Learning Styles, Curriculum Alignment and Mapping, Data Collection Systems, Analysis and Assessment, Coordinating National, State, and District Standards, Test Preparation, Parental Outreach and Involvement, Building Professional Learning Communities, Grant Writing and developing training materials for superintendents, administrators, teachers, paraprofessionals, and parents. During this time Kim worked with Dr. Larry Lezzotte, Dr. Tim Rasinsky, Dr. Harry Wong, and Dr. Gerald Anderson to incorporate the Effective Schools process. Before joining the University of Oklahoma, Kim worked for the Oklahoma State Department of Education as Title I Director of School Support. She was responsible for identifying and providing support for high-poverty Title I schools working toward comprehensive school reform, establishing programs for at-risk students, and coordinating training for school support teams for schools in need of improvement. Collier has also worked in the private sector as an educational and technology consultant with Scott Foresman Publishers. Some of her responsibilities included educational presentations at national and state conventions and working with curriculum supervisors to coordinate district and national standards.

Kim has taught second and fourth grade and Kindergarten through twelfth grade reading students. During that time she has presented at the International Reading Association conference, Oklahoma Reading Association, Tulsa Reading Council, National Council for Teachers of Mathematics, National Science Teachers Association, National Title I conference and the U.S. Department of Education Improving America's Schools Regional conference. She received the Distinguished Service Award, Teacher Excellence Award, and was nominated for the Presidential Awards for Excellence in Mathematics and Science Teaching. Currently, Kim conducts numerous seminars and training workshops on Comprehensive Reading and Math Instruction and Interventions, Transforming Schools, Behavior Management, Effective Professional Development, Team Building, Developing Strong Instructional Leaders, Developing Professional and utilizing Professional Learning Communities, Creating Effective Teachers in Every Classroom, Teaching Students Through Individualized Learning Styles, Multiple Intelligences, Brain Compatible Instruction, Differentiated Instruction and Project-Based Learning, Building Academic Vocabulary, Curriculum Alignment and Mapping, Creating

Data Systems, Analysis and Assessments (Formative and Summative), Response to Intervention (RTI) for reading and math, Essentials of Rigor in the Classroom, Grant Writing and Parental Involvement. She is a member of the International Reading Association Legislative Action Team, Literacy in Technology, Oklahoma Reading Association, National Council for Teachers of Mathematics, and The Mathematical Association of America. She has also served as a United States Delegate with the Ambassador's Program working with South Africa and the National Department of Education, READ Educational Trust, Universities of South Africa and educational leaders toward literacy reform. Ms. Kim Collier's resume, and other documentation, reviewing her success, expertise and experience are attached to this grant application.

She will also work with staff to develop the new teacher orientation program aligned with district and site. Faculty and student data will be analyzed at multiple points during the five (year 1 for planning purposes) years to drive decisions needed toward improvement of academic achievement, coaching, leadership, professional development, and continued data-driven decision making each year.

The success, expertise, and experience of this provider is well documented. All of the schools Kim has worked with have had gains (see attachment). Furthermore, she resides in this state and can provide timely service. ECS, Kim Collier, has provided technical assistance and training for districts/schools in Oklahoma from 2000-2015. Her documentation, reviewing her success, expertise and experience are attached to this grant application.

The Balanced Literacy Framework and Gradual Release of Responsibility Model will also be used for professional development to impact student reading achievement, as well as Literacy First. In addition, STEM will be utilized to impact math, science, technology, and reading achievement. Kagan strategies to support differentiation and increase student engagement will be implemented as well. Ms. Collier is trained in STEM, Literacy First and Kagan.

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 IA can and will be used to focus on reading and math with co-teaching and small groups for intervention. Title I funds will assist with costs of materials as well as professional development.
Title II, Part A	Title IIA will assist with stipends as well as subs when needed for teachers to observe highly effective classrooms in and out of district. Funds will also be used to pay subs when teachers are away at national conferences.
Title III, Part A	Sapulpa Public Schools does not have Title III- our population of ELL students is too small.
Title VI, Subpart 1 or 2 of Part B, if applicable	Not Applicable
Other Federal Resources • *Title VII* • *E-Rate*	Provides tutoring and materials for Native American students. In additional professional development for teachers. E-Rate allows us to upgrade technology infrastructure.
State Resources • *515 School Improvement Funds* • *Reading Sufficiency Funds*	Goals are to use 515 School Improvement funds for technical assistance and professional development. Reading Sufficiency funds are used for remediation, tutoring, and Summer Reading Academy.
Local Resources • *Bartlett Foundation* • *Sapulpa Education Foundation*	The Bartlett Foundation offers grants to provide out of school tutoring. This can be implemented before or after the school day

• *Sapulpa Rotary Club* • *Creek Nation Tribe* • *Sapulpa First Church of God* • *Local Bond dollars*	and/or Saturday mornings. The grant pays teachers and principals for the work and provides an allocation for materials. The Sapulpa Schools Foundation also has a teacher grant process in the spring for individual teachers to apply for specific project grants. The money can be used for any materials needed for the project. They do not pay for programs or training so the projects are very inventive and the teachers' best ideas can be funded by this grant.

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

The district has established a Superintendent's Advisory Council. It consists of;
- *Superintendent – Kevin Burr*
- *Principal – Tom Walsh*
- *Turnaround Officer – Cathy Rains*
- *Larry Smith – Deputy Superintendent*
- *Denise Jordan – Director of Professional Development/Title I/Federal Programs*

Joanie Mullins – Title I teacher
The Advisory Council will meet monthly prior to regularly scheduled Board of Education meetings to discuss implementation, progress or any barriers that may be impeding the success of Liberty Stem Academy. The council can/will make recommendations as needed that could include policy changes or other Board of Education action.

The Principal will establish a team to interview and recommend any new teachers to Liberty. The team will consist of teachers, the Turnaround Officer and either the Director of Curriculum or the

LEA SUSTAINABILITY EFFORTS

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

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

- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The schoolwide plan includes goals and action steps that will sustain reform efforts.

Involving Stakeholders:
Faculty, staff, parents and community members have been part of the initial application process and will be active participants throughout the planning year. The district has established the Superintendent's Advisory Council, School Improvement Team, Professional Learning Communities and a STEM Advisory Council. These teams will monitor the implementation of the plan and make recommendations for future improvement strategies and assist in monitoring progress towards achieving the established goals.

Transition Plans:
Sapulpa Public schools has in place policies for staffing, changes in leadership and exit of external (contract) providers. Sapulpa Public Schools has a practice of funding schools on a per student basis for both district and Title I dollars.

Strategic Planning Process:
Teachers at Liberty Stem Academy will participate in Professional Development beyond the mandated district opportunities that will focus on;
- *DATA analysis and using decisions based on data*
- *PLC training (DuFour model)*
- *Differentiated Instruction*
- *RTI (Response to Intervention)*
- *Balanced Literacy/Literacy First*
- *Guided Math Strategies*
- *STEM*
- *Marzano's Building Academic Vocabulary*
- *Student Engagement (Kagan Strategies)*

During the planning year a plan will be developed for onboarding new staff to ensure they will be fully committed to the school improvement process by understanding both the history and goals of Liberty. Too often the "why" of transformation, therefore momentum is lost due to inevitable changes in staff.

Teacher Collaboration and Planning:
Currently Liberty has a late start on Monday allowing teachers a 45 minute PLC time for collaboration and teaming for producing effective delivery of instruction. If awarded the SIG grant a second 45 minutes would be included during each week.

Online Planning:
Sapulpa Public Schools currently uses the GMS planning tool provided by OSDE. As we move forward, plans will be developed to integrate the School Improvement Plan with our HMH (Houghton-Mifflin-Harcourt) digital curriculum delivery system.

Formative and Summative Data Collection:
Sapulpa Public Schools collects the following data and reports;
- *OCCT state data*
- *Benchmark Data*
- *Literacy First Assessments*
- *DIBELS*
- *Treasures Reading unit assessments as a progress monitoring tool for RSA.*
- *STAR reading and myON for Lexile identification*
- *AIMS web for IEP student progress monitoring*
- *Education Consulting Services – Weakest to Strongest item analysis*
- *Education Analytic Services – Five year Trend and Cohort Analysis*

Other Funding Sources:
Sapulpa Public Schools will utilize federal funds (Title I, Title II and Title VII), applicable local Bond dollars, general fund dollars as well as fostering efforts to raise additional private funds through foundations and other available avenues to continue the effective strategies.

Sustainability:
Beyond the efforts to provide additional funding to replace some or part of the SIG grant, the district will provide opportunities for individual teachers to become trained to assume leadership positions that will initially be funded by the grant.

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.

The Turnaround Officer, Cathy Rains, will collaborate with teachers, administration, special education director, external provider and the OSDE staff to discuss progress of the Elementary School and reform efforts. Ms. Rains is very knowledgeable and informed in areas of school improvement and relates well with all stakeholders. Within her 30 years of experience, she has worked at Jefferson Heights Elementary in Sapulpa as a Title I Reading Specialist and understands what it takes to work in a high poverty school and implement school improvement and reform. She was very instrumental in the gains that were made at Jefferson Heights. Furthermore, the culture and climate at Jefferson Heights are very similar to Liberty. Ms. Rains will meet weekly with the elementary principal, Mr. Walsh, to review data and make decisions utilizing research based strategies. Cathy will also meet weekly with the external provider to discuss SIG and reform efforts. She is also on the SIG School Improvement Team and will communicate and meet regularly with OSDE SEA staff, district administration, Superintendent, and Superintendent's Advisory Team to discuss progress of the school and implementation of SIG. She will ensure alignment between activities of SIG, district initiatives, and external provider. She will also manage delivery of services from the external provider. Ms. Raines will also provide quarterly status reports to the OSDE. Finally, Cathy will attend all required professional development and meetings.

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.

After analyzing 5 year trend data (OCCT) and additional data, and conducting a Needs Assessment with students, teachers, and parents, teachers indicated a need for collaboration time so we will be implementing Professional Learning Communities to fidelity to analyze data, focus on results, and collaborate. We will use Richard Dufour's Professional Learning Communities at Work Model (DuFour, 2006). The principal, Turnaround Officer, and External Provider will provide training and support to implement Professional Learning Communities with all teachers each week for 90 minutes. In addition, teachers and students indicated (using Marzano's Teacher and Student Survey)that engagement is low so we will use Differentiated Instructional strategies training and classroom coaching will be provided for all teachers, coaches, and administration (Tomlinson, 2001). Furthermore, a coaching model will be implemented with all teachers to improve instruction and student learning needs. On the 2014 OCCT, using the All Students subgroup, grades 4th and 5th were far below the state average in math and reading. Grade 3 was below state average in math, however, above the state average in reading. ECS will implement a coaching and professional development model and provide a weekly on-site coach to use a "Train the Trainer" model with Reading and Math Instructional Coaches and to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, that student achievement increased when coaching was part of a professional development program

(Joyce, et al, 1989) and helped schools staff members build community. Coaching in the classroom promotes job-embedded learning, which is described by Wood & McQuarrie (1999) as "one of the most promising new approaches to professional growth in education". Coaching provides ongoing, sustainable support to teachers. Also, Coaching occurs in a large frame that includes the components of long-term excellent performance, self-correction, and self-generation (Flaherty, 1999) which builds capacity and leads to sustainability.

Finally, the concept of coaching is consistent with the following National Staff Development Council (NSDC, 2001) standards:
1. *Organizes adults into learning communities whose goals are aligned with those of the school and district.*
2. *Requires skillful school and district leaders who guide continuous instructional improvement.*
3. *Requires resources to support adult learning and collaboration.*
4. *Applies knowledge about human learning and change.*
5. *Provides educators with the knowledge and skills to collaborate.*

This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the TLE. This model will involve both regular observations and debriefing sessions and long-term development. Coaching visits will take place two days a week the second year of the grant (2016-2017), two days a week the third year of the grant (2017-2018), and one day a month through a "Train the Trainer" model working with the Instructional Specialists to build capacity and sustainability during the fourth year of the grant (2018-2019).

An important component of this coaching model is for the coach to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determines if instruction is provided to the whole class, small groups, or peer lead. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught, formative and summative assessments,

activities, materials, and resources used, and how students respond to the new skills and content matter, and if differentiation is utilized when delivering different teaching and learning approaches. Another important component of this model is the focus on the use of data in order to meet the learning needs of all students and improve effective classroom instruction. Weekly debriefing meetings focused on strategies to observe during walkthroughs with administration will be implemented as well, supporting the McREL evaluation model. A Train the Trainers model will be implemented with the Instructional Facilitator, and mentor teachers to provide continued sustainability with the coaching process.

Coaching aligns with the district's focus for systemwide school improvement and transformation: district redesign, leadership, opportunity and accountability, and community-centered education reform. Effective coaches and coaching structures build instructional leadership capacity with application of what is known about adult learning and change theory. Coaching supports the systemic improvement efforts of the district and provides differentiated, targeted supports. Furthermore, instructional coaching is grounded in current research and knowledge on leadership as "professional communities of practice" (Miller, 1995). Coaching is more effective when it is customized to needs identified by teachers and when their approach to learning is collaborative and inquiry-based (Darling-Hammond and McLaughlin, 1995). Finally, the principals of this coaching model is grounded in research on effective professional development and professional learning communities. In many cases, the impact of coaching also goes beyond improving content instruction. The conditions, behaviors, and instructional strategies required by the coaching program can affect the culture of a school embedding instructional change to improve school-based culture and conditions (Neufeld and Roper, 2003).

Along with coaching and using differentiation in the classrooms, we will use a Balanced Literacy Framework to improve literacy at Liberty. Balanced literacy is a process which involves teachers planning assessment-based instruction that incorporates research-based practices. Reutzel and Cooter (2000) state that balanced literacy programs teach students skills in reading and writing based on their individual needs and within the context of appropriately leveled reading materials of interest to the learner. In a balanced literacy framework, students participate in read alouds, shared reading,

guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, and guided writing. During literacy there is a gradual release of responsibility over time as the student becomes more independent (Fisher, D. & Frey, N., 2008; National Reading Panel, 2000; Fountas and Pinnell, 2007; Block, Cathy Collins and Micheal Pressley, 2002; Beck, 2006; Torgesen, 2006)

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.

Not Applicable

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

SCHOOL SECTION

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

School Name: Liberty STEM Academy Address:	SIG Site Contact: Tom Walsh Name & Position: Principal Phone#: 918-224-1492 Email Address: twalsh@gmail.com
Grade levels enrolled (SY14-15): PK-5	Number of Students Enrolled (SY14-15):

Title I Status:	
__X___ Schoolwide Program	
_____ Targeted Assistance Program	
_____ Title I Eligible School	

Intervention Model Selected:

_____ Turnaround Model

_____ Closure

_____ Restart

__X__ Transformation

_____ Early Learning

_____ Evidence-Based, Whole-School Reform

Amount the LEA is requesting from FY2014 SIG 1003(g) funds School Improvement Funds for the next five years.

Year 1: SY 2015-16	$101,655.00
Year 2: SY 2016-17	$932,943.00
Year 3: SY 2017-18	$886,195.00
Year 4: SY 2018-19	$886,195.00
Year 5: SY 2019-20	$660,990.00
Total Amount of Funding Requested for this School	$3,309,343.00

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.

The LEA has consulted with a Leadership Team of teachers from the site, the entire faculty, community representatives, Rotary (school partner), BOE representative for the site and parents through meetings, surveys, and Sapulpa's Board of Education. Data was analyzed and used for decision making. Marzano's Teacher, Parent, and Student Surveys were administered to collect additional feedback and specific needs to share with all stakeholders. A SIG School Improvement Team and Superintendent's Advisory Team was created to assist Liberty STEM Academy with improvement and reform strategies, research, application and transformation needed.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT Test Disaggregated Data	Professional Development	Attendance
Oklahoma School Report Card	Self-Assessment	Ethnicity
9 Essential Elements	Parent Surveys	Special Services/Needs
Benchmark Data	Teacher Surveys	Gender
Student Assessments	Student Surveys	Discipline
Weakest to Strongest Analysis		Mobility
OCCT Trend and Cohort Analysis		

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

Name	Title	Stakeholder Group
Kevin Burr	Superintendent	Sapulpa Public Schools
Larry Smith	Deputy Superintendent	Sapulpa Public Schools
Denise Jordan	Dir. Of Professional Dev.	Sapulpa Public Schools
Cathy Rains	Title I Teacher	Jefferson Heights
Julie Enlow	Elem. Instructional Coach	Sapulpa Public Schools
Joanie Mullins	Title I Teachers	Liberty Elementary
Jennie Snow	Knd Teacher	Liberty Elementary
Michelle Doss	2nd grade Teacher	Liberty Elementary
Danielle Montgomery	Parent	Liberty Community
Tom Walsh	Principal	Liberty Elementary

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

The Superintendent, Deputy Superintendent, central administration, district elementary instructional coach, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-5th and are using the Grants Management System, as well as the Oklahoma Nine Essential Elements to assist us in the decision making process toward reform. After analyzing and reviewing data and personnel to determine specific needs for improvement, we selected the Transformation Model for Liberty STEM Academy. Parents, teachers, and students were surveyed to provide additional perception data to drive decisions. Sapulpa Public Schools enlisted the services of Education Analytic Services for Schools of Oklahoma to compile trend and cohort data, as well as teachers, principal, and district administration analyzing OCCT, attendance, discipline, and formative assessments, including benchmark data.
After the data was collected and analyzed, teams worked to identify specific areas in need, both academic and behavioral. Research began to identify scientifically research based strategies to improve teaching and learning, including climate and culture, student engagement, and family and community involvement. Meetings were conducted to meet with BOE, teachers, parents, and community members.

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	Liberty has a student population comprised of 76% Caucasian, 2% Black, 6% Hispanic and 16% Native American. The teaching staff consists of 16.4 highly qualified teachers with 2 teachers with advanced degrees. The average years of experience are 9.5 years

Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum	Our curriculum is in direct alignment with the Oklahoma Academic Standards.
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards which will include PASS 2010, and use of assessment data	We will communicate high expectations for student performance with no excuses and no exceptions! We will establish a data room and have regularly scheduled faculty meetings designed to disaggregate student performance to ensure early identification and support for our students. We are working to align classroom assessments of student performance with written curriculum aligned to state standards. We will review and adjust student groups as achievement levels change. We need more fiscal resources to maximize student learning. We will work with Kim Collier to learn how to disaggregate student data and understand what is needed.
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration	The leadership team and coaches will model strategies and encourage visits to other classrooms and other schools for our faculty. However, we need more professional development in this area. We provide time at our staff meetings to report on results of research-based teaching techniques, however, we have not implemented PLC's with fidelity. We need additional training in this area.
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity	The school culture is in need of drastic change at Liberty. Mr. Walsh was moved to Liberty to capitalize on his leadership in increasing student performance, but also his leadership in raising expectations for all. Poverty, at times,

	has been over used to explain low performance. Mr. Walsh is moving from a comparable school where expectations and results were higher. Liberty began to experience some success during the 2014-15 school year when Title I funds were used to bring in an outside provider for technical assistance for teachers. Preliminary OCCT test results indicate modest to exceptional growth and the current staff is excited about the change. They want the technical support to expand and continue as part of the request for SIG.
Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners	Teacher survey results indicate this is an area of great need. Liberty is a neighborhood school unlike our other sites that include rural areas. One of our requests is to bring Parent University to our campus as well as up to 10 wifi hubs to be placed in churches and businesses in the Liberty attendance area that are willing to let students work at their location on off school hours. Sapulpa Public Schools, with the help of the community passing a record school bond initiative, has partnered with HMH on a district conversion to a digital delivery system. We will also request a parent coordinator position to work daily with parents to increase their direct involvement in their child's education.
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process	Professional Development is the heartbeat of school improvement. We have a district Professional Development Team that develops the district plan. In addition Liberty will have

	Title I, 515 and if approved SIG dollars to use toward the specific needs of Liberty. Teacher leaders will be identified for additional training to provide the leadership needed to continue the services that initially would be funded by specialists under the SIG grant. The stipends for the teacher leaders would be an expense the district could incur after the end of the grant to ensure a continuation of the reforms.
Leadership: Includes process for decision making, policies and procedures, and the shared vision	The leadership at Liberty STEM Academy will focus efforts on engaging all staff in promoting the advancement of the goals set for in our SIG plan. Further, all teachers will be involved in deliberative process of analyzing student achievement data and applying teaching strategies which demonstrate differentiated instruction. Weekly PLC meetings will be used to track school wide SMART goals and align teaching practices to meet incremental benchmark targets as we strive to ensure the success of all students. Decisions regarding a robust plan for student success will include staff, parents, community partners and students.
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming	In Sapulpa Public Schools all Title I dollars not required to be set-aside are allocated to schools. Traditionally those have been used to hire a Title I teacher and professional development. The school leadership team will make those decisions. Each building principal creates their own master schedule within the parameters of the district start and end time. Liberty will be given the autonomy to build the

	master schedule as it best fits the needs of the students. Principals already have the autonomy to hire their choice for open positions. Teaming is encouraged by district leadership, but each building has the ability to organize it to the best fit.
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation	Under the new leadership of Mr. Walsh the PLC weekly meetings will use the DuFour model to focus on student data, progress made or lost, attendance, behavior, collaboration and alignment.

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.

The Superintendent, Deputy Superintendent, central administration, district elementary instructional coach, teachers, support staff and parents have had input in the selection and implementation of the chosen model. We have researched school improvement models and programs that will benefit grades PK-5th and are using the Grants Management System, as well as the Oklahoma Nine Essential Elements to assist us in the decision making process toward reform. After analyzing and reviewing data and personnel to determine specific needs for improvement, we selected the Transformation Model for Liberty STEM Academy.

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 2015-2016: 70% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the reading section the Oklahoma Core Curriculum Test for the 2015-16 school year.
Goal for 2016-2017: 75% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the reading section the Oklahoma Core Curriculum Test for the 2016-17 school year.
Goal for 2017-2018: 80% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the reading section the Oklahoma Core Curriculum Test for the 2017-18 school year.
Goal for 2018-2019: 85% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the reading section the Oklahoma Core Curriculum Test for the 2018-19 school year.
Goal for 2019-2020: 90% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the reading section the Oklahoma Core Curriculum Test for the 2019-20 school year.
Rationale: One of the goals for Sapulpa Public Schools is to have all students become College and/or Career ready. An important step is for students to successfully reach and maintain proficiency or better scores on the state OCCT assessments.

SMART Mathematics Goals
Goal for 2015-2016: 70% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the math section the Oklahoma Core Curriculum Test for the 2015-16 school year.
Goal for 2016-2017: 75% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the math section the Oklahoma Core Curriculum Test for the 2016-17 school year.
Goal for 2017-2018: 80% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the math section the Oklahoma Core Curriculum Test for the 2017-18 school year.
Goal for 2018-2019: 85% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the math section the Oklahoma Core Curriculum Test for the 2018-19 school year.

Goal for 2019-2020: 90% of students in grades 3-5 at Liberty Stem Academy will score proficient or better on the math section the Oklahoma Core Curriculum Test for the 2019-20 school year.
Rationale: One of the goals for Sapulpa Public Schools is to have all students become College and/or Career ready. An important step is for students to successfully reach and maintain proficiency or better scores on the state OCCT assessments.

SMART Graduation Rate Goals
Goal for 2015-2016:NA
Goal for 2016-2017:
Goal for 2017-2018:
Goal for 2018-2019:
Goal for 2019-2020:
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	• Salary for full day Title I Teacher
Title II, Part A	• Professional Development
Title III, Part A	• Not applicable to this district
Title VI, Subpart 1 or 2 of Part B, if applicable	• Not applicable to this district
Other Federal Resources • *E-Rate* • *RSA Reading Sufficiency*	• Remediation • Materials • Summer reading academy
•	

•	
State Resources • *515 School Improvement Funds* • *Reading Sufficiency Funds*	Goals are to use 515 School Improvement funds for technical assistance and professional development. Reading Sufficiency funds are used for remediation, tutoring, and Summer Reading Academy.
Local Resources • *Bartlett Foundation* • *Sapulpa Education Foundation* • *Sapulpa Rotary Club* • *Creek Nation Tribe* • *Sapulpa First Church of God* • *Local Bond dollars*	The Bartlett Foundation offers grants to provide out of school tutoring. This can be implemented before or after the school day and/or Saturday mornings. The grant pays teachers and principals for the work and provides an allocation for materials. The Sapulpa Schools Foundation also has a teacher grant process in the spring for individual teachers to apply for specific project grants. The money can be used for any materials needed for the project. They do not pay for programs or training so the projects are very inventive and the teachers' best ideas can be funded by this grant.

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.

Sapulpa Public Schools will need to modify its policies and practices to enable Liberty STEM Academy to effectively and efficiently implement the Transformation Model. Upon notification of grant recipients/awards, we will implement the new policies that will include the following: adopting an extended learning year calendar for our school, schedule protected collaboration time, provide flexibility in hiring and retention practices at the site, change the structure to

increase learning (i.e. flex groups, RTI, team teaching, etc.), implement STEM strategies, parent/community universities, student led conferencing, schoolwide behavior improvement plan, and student/family/community engagement. We will need policies and procedures to be able to reward staff who increase achievement and return the following year.

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.

Involving Stake Holders
All stakeholders were involved in the planning process. All faculty, staff and administrator work in the same building and meet weekly. The analysis of what Liberty needs for improvement as well as transformation, have been discussed during those meetings. The community stakeholders have had input through our regular meetings, including Board meetings, as we have analyzed the data and worked to identify research based strategies and activities to achieve our goals. Our School Improvement Team has analyzed Liberty's data, both academically and behaviorally, to determine which turnaround plan and what plan of action would best suit our needs. The Superintendent's leadership team meets regularly with the agenda squarely focused on planning and setting goals for the LEA's future. These improvement plans, in conjunction with the School Improvement Team results and the outside stakeholder's input determined what our course of action and next steps will be.

Transition Plans/Professional Development
Professional Development is a key as we move forward without funding by the grant. Each of our teachers

will have PD in the areas of: Data Analysis, Curriculum Mapping and Alignment, Differentiated Instruction, STEM (Science, Technology, Engineering, and Mathematics), Response to Intervention (RTI), Student Engagement and Rigor, Student Led Conferencing, Family and Community Engagement, Understanding Poverty and the culture of our community, and Mentorship with New teachers will be reinforced and supported further with the district instructional coach and onsite career teachers. We will use Title money for this PD after the grant period is completed. Proper training is essential to the success of the comprehensive reform implemented with our school. We are actively recruiting high quality staff through Job Fairs and more effective job advertisements.

Collaboration

Liberty has scheduled Professional Learning Communities each week for 45 minutes. The only adjustment will be to add an additional 45 minutes each week for a total of 90 minutes of PLC time each week.

Data

The LEA currently uses ALCA as a data warehouse. We will use our 5 Day SIG Academy, PLC's and 5 On site Professional Development days to analyze our assessments as well as state testing and Literacy First Benchmarks.

Other Funding Sources

We use our Title funds to fund the paraprofessional, Professional Development and resources. We have used Reading Sufficiency funds to fund after-school programs to improve reading and we are applying for the 21st Century Grant to ensure we can meet the needs of all our students through after-school programs and extended year programs. We are striving to become a STEM school with fidelity and will seek additional funding for math and science Professional Development to improve our teachers' abilities to instruct their class at a higher level.

Schoolwide Plan

Liberty's School Improvement Plan was approved by the OSDE. Our goals are to improve reading, math, attendance, job-embedded professional development, parental and community involvement and school climate. These goals align with our School Improvement Grant Transformation Model plan.

SCHOOL ACTION PLAN FOR PLANNING YEAR ONE

In the space below, provide a narrative that describes, in detail:
1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

If awarded the School Improvement Grant Year 1 will be focused on strategic planning and working with families and communities. The SIG Leadership Team will meet each month or as needed to prepare for the school reform. Teachers, parents, students, administration, Board members, and community members will participate in forums (meetings to promote buy-in and information) concerning transformation. Administration and teachers will participate in Professional Learning Communities focused on data, collaboration, and results. Data Walls will be developed for all classrooms. Professional development will focus on guided reading and math strategies, working in PLC's, understanding and using data to produce results. District will provide professional development as well as Educational Consulting Services. The elementary district instructional coach will continue to provide support and services with Liberty.

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' plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model.

Liberty STEM Academy has a tremendous need to increase our family/community engagement. During our Year 1 of Planning, we will design a Parent University (with all stakeholders) to enrich the lives of children by providing parents with educational classes, networking with professionals and fellow parents, equipping parents with educational strategies, and providing access to community resources. Furthermore, Parent University will help increase levels of engagement in the home, thus impacting student academia and success in school. Parent University will empower parents to become full partners in their child's education and bridge the home to school connection.

Monthly classes will be held on weeknights or Saturdays beginning in Year 2 of the grant. Parent University topics could include: health and wellness, managing difficult behaviors, Literacy, Math Strategies, Internet safety, STEM engagement, and others. The External Provider, as well as teachers and community members will provide the instruction/facilitation of the classes. Upon completion of the grant teachers and community members will provide the support needed to sustain Parent University. Surveys/Reflections will be collected at the conclusion of each class to assess the needs and

implementation of the provided information.

We will utilize technology to empower our parents to communicate more efficiently with the school and community. "Hubs" will be placed in several locations around the neighborhood that would allow parents access to technology via WI-FI and computer usage to communicate with the school (teachers, administrators, students, etc.) and receive information, view student progress, work samples, resources, etc.

STEM Parent nights will be scheduled throughout the year.

SCHOOL ACTION PLAN

For each Priority 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.

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.	The district has replaced the Liberty STEM Academy principal in June 10, 2015. The new principal, Tom Walsh, was selected based on his experiences, knowledge of comprehensive reform, and ability to turnaround. He has been very involved in school improvement with his previous schools and has been very	June 10, 2015	Kevin Burr, Superintendent Rob Armstrong, Director of Human Resources and Student Services

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)**
	active with the school improvement team and selection of the Transformation Model. Mr. Walsh has a strong background in curriculum,		Tom Walsh, Principal
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement.	This district has selected the Tulsa Model for Teacher Observation and Evaluation (TLE) Instrument for our faculty and the McRel Model for the Leadership portion of the evaluation system. We will continue training provided by the State Department of Education on this model. Kim Collier will provide on-going training on-site for school administrators. She will also provide on-site training for teachers on the new TLE evaluation system as well as the principal. This model was developed by Oklahoma teachers. It takes into account data on student growth as well as other factors such as multiple observations based assessments of performance and ongoing collections of professional practice reflective of student achievement. It was designed and developed with teacher and principal involvement and all of our teachers and administrators will have extensive training using this evaluation method. Teacher expectations will be established and assessed using the performance-based rubric. All teachers will be evaluated using the new teacher performance rubric. The Teacher Evaluation Instrument will comply with all state regulations to successfully identify the effectiveness and	August 2015 August 2016, 2017, 2018, 2019, 2020 during the 5 Day SIG Academy and throughout the year	Oklahoma State Department of Education Tom Walsh, Principal Kim Collier, External Provider

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)**
	developmental needs of teachers. The team have reviewed performance based teacher evaluation instruments, including the research behind the Tulsa Model. The final rubric will include indicators in each domain that will be provided to each teacher. Currently, the rubric will be divided into four domains and four numerical levels. The lowest performance level (1) will indicate unsatisfactory teacher performance. The highest performance level (4) will define the most effective and productive teachers who are results oriented. Teachers will have the opportunity to be trained with this evaluation model during the 5 Day SIG Academy and in PLC's when appropriate. When a teacher does not meet or exceed the goals set by the evaluation, the principal will clearly communicate expectations to them and hold them accountable if expectations are not met. This will be accomplished through documentation, communication of evaluation results and providing a plan of improvement prior to considering exiting the teacher. Training will be ongoing to monitor the effective use of the data and to determine interventions, student growth and effective instructional practice by teachers and administrators.	2016-2017 5 Day SIG Academy (July 28th-August 3rd) 2017-2018 5 Day SIG Academy (July 27th – August 2nd) 2018-2019 5 Day SIG Academy (July 26th-30th) 2019-2020 5 Day SIG Academy (July 26th-July 31st)	Tom Walsh, Principal Kim Collier, External Provider

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)**
	Our principals will be evaluated using the McRel system. Leadership will be evaluated annually to determine effectiveness. The evaluation will include a rubric model to determine effectiveness in the following areas: 1. Strategic Leadership – School vision, mission and strategic goals, leading change, school improvement plan and distributive leadership 2. Instructional Leadership – Focus on learning and teaching, curriculum, instruction and assessment, focus on instructional time. 3. Cultural Leadership – Focus on collaborative work environment, school culture and identity, acknowledge failures, celebrate accomplishments and rewards, efficacy and empowerment. 4. Human Resource Leadership – Professional development/learning communities, recruiting, hiring, placing and mentoring staff, teacher and staff evaluations. 5. Managerial Leadership – School resources and budget, conflict management and resolution, systematic communication, school expectations for students and staff. 6. External Development of Leadership – Parent and	Beginning of Year, Middle of Year, and End of Year	Rob Armstrong, Executive Director of Human Resources and Student Services Tom Walsh, Prncipal

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)**
	community involvement and outreach. 7. Micro-Political Leadership – School executive, Micro-Political leadership. Principals will also be held to a set of performance standards that will include ensuring that their school is performing at expected achievement levels. These standards will be clearly communicated to all leaders at the beginning of their term and reinforced as needed. An effective leader will be expected to show a school value-added score that meets or exceeds a specified minimum score each year as well as meeting Federal and State Standards for graduation rates, student test scores, and attendance. They will also be required to have a score on their performance rubric evaluation that meets or exceeds district standards. Leaders who do not attain these levels of performance will be counseled toward the appropriate development activities, but will be exited if they do not reach expectations. Ms. Kim Collier will provide on-going training on-site for the principal in the administrative evaluation system (McREL).		Rob Armstrong, Executive Director of Human Services Tom Walsh, Principal Kim Collier, Educational Consulting Services

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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.	Teacher Merit Pay Component: All certified staff will receive merit pay based on increases in Reading and/or Math SMART Goals. Support Staff Merit Pay Component: All support staff will receive merit pay based on increases in Reading and/or Math SMART Goals. The justification for all certified staff, including the administrators, and for all support staff to receive merit pay is that the principals, along with other specialist and support staff, will be working directly with certified teachers, paraprofessional, the School Improvement Team, the Superintendent's Advisory Team and students to implement all aspects of the Transformation. We will monitor this by making sure that the SMART Goals are utilized to determine awards. Documentation, including sign-in sheets, OCCT results, Expenditure Reports and Agendas will be maintained. Sapulpa Board of Education is currently working to secure corporate sponsorship and/or assistance from organizations and community members to continue these awards. Effort will be made to secure adequate funding to continue providing merit pay beyond the funding period of the grant. If we are fortunate enough to receive these funds, we feel we would be able to retain our teachers and that would assist us with sustainability.	August 2017, 2018, 2019, 2020	Tom Walsh, Principal Kevin Burr, Superintendent Cathy Rains, Turnaround Officer Sapulpa Board of Education

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4. 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 implement school reform strategies.	If our grant is approved, Liberty STEM Academy will be using Ms. Kim Collier of Educational Consulting Services, as the external provider using the Effective Schools model toward comprehensive reform and the professional development will be aligned with formative and summative data, including the state data (OCCT) and district benchmarks, student, teacher, and parent surveys, the Grants Management Tool, Oklahoma Nine Essential Elements and Needs Assessment. Professional development, based on the annual needs assessment results, will also be provided by Liberty STEM Academy teachers (building and promoting teachers as leaders) and district specialists. Ms. Kim Collier will provide the following: 1. Provides targeted technical assistance to build the district's capacity for dramatic district and school improvement, including a 5 Day Teacher Academy, 5 Day on site Professional Development Days during the school year and a 5 Day New Teacher Academy. 2. Creates Data Systems to collect and use data driven decision making (Support of district data collection and analysis), Individual teacher data systems to monitor student growth, Data Walls in all classrooms and School Data Room, Individual Student Learning Plans, to monitor student attendance, academic data, behavior, etc.). 3. Provides job-embedded professional development aligned with formative and	**5 Day SIG Academy** in July and/or August (prior to the start of school): **2016-2017**-July 28th-August 3rd; **2017-2018** – July 27th-August 2nd; **2018-2019** – July 26th – July 30th, **2019-2020** – July 29-August 2nd **5 Day On site PD Days**:2016-2017: October 12, 13, 14, January 16, March 10; **2017-2018:** October 11, 12, 13, January 15, March 9; **2018-2019** – October 17, 18, 19, January 21, March 8; **2019-2020** – October 16, 17, 18, January 20, March 13 **5 Day New Teacher Academy** (Dates to be determined as needed – 5 full days) Ongoing throughout the grant and after (PLC's, Data Digs, PD) Ongoing throughout the	Kim Collier, Educational Consulting Services/External Provider Denise Jordan, Director of Professional Development and Federal Programs Julie Enlow, District Elementary Instructional Coach Catherine Stubblebeen, Special Services Instructional Coach All teachers and administration; Cathy Rains, Turnaround Officer; Kim Collier, Educational Consulting Services Kim Collier, Educational Consulting Services; Julie Enlow,

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	summative data, OCCT, district benchmark data, attendance, the Grants Management System (School Improvement Plan), and the Oklahoma Nine Essential Elements. 4. Supports the Teacher Leader Effectiveness Model and McREL principal evaluation processes. 5. Facilitates building Professional Learning Communities (PLC's) composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. The team will drive the PLC effort and help to build capacity and sustainability toward improvement. Furthermore, in a PLC, collaboration will represent a systematic process in which teachers work together in order to impact their classroom practice in such a way that leads to increased academic achievement for students, improved results for their team, and for their school. Members of a PLC will be focused on results and develop and pursue measurable improvement goals that are aligned to school and district goals for learning. 6. Implements a Train the Trainer model (Instructional Coaches) to provide sustainability for district reform and a coaching	grant and after (See PD Plan) Ongoing throughout the grant and after 2016-2020: PLC's will meet during each week for 90 minutes. Students will be released early on Fridays so that teachers can collaborate in PLC's. (Ongoing throughout the grant and after) Train the Trainer sessions will be provided for the reading and math specialists and district	district Elementary Instructional Coach; Denise Jordan, Director of Professional Development, Tom Walsh, Principal; Cathy Raines, Turnaround Officer Rob Armstrong, Executive Director of Human Services; Tom Walsh, Principal; Kim Collier, ECS Kim Collier, Educational Consulting Services; Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Reading ad Math Specialist, STEM Coordinator, All Teachers Kim Collier, Educational Consulting Services, Julie Enlow, district Instructional Coach; Reading and Math Specialist;

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	model (Teachers and Administrators) with on-site coaching to assist teachers and administrators by modeling best practice and differentiated instructional and STEM strategies in the classroom, providing mentoring and feedback sessions with instructional coaches, teachers and administrators. After year 1 of planning, coaching visits will take place twice a week to build capacity during Year 2 and 3 of the School Improvement Grant, once a week during Year 4 using the "Train the Trainer" Model to prepare for sustainability in Year 5.	coach each month and through modeling with the External Provider each week in classrooms. Coaching in the classrooms with teachers will occur 2 days each week in Year 2 and 3. In Year 4 coaching will occur 1 day each week to prepare for sustainability in Year 5. Ongoing throughout year 2, 3, 4, and 5 of SIG.	STEM Coordinator; Tom Walsh, Principal; Cathy Rains, Turnaround Officer
	7. Implements and provides training for conducting "Instructional Rounds" to enhance teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers one day in the fall and one day in the spring).	2016-2020: 1 day in the fall and 1 day in the spring (to be determined during Year 1 of Planning and revision of the school calendar)	Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Kim Collier, ECS; Reading and Math Specialist; STEM Coordinator; Julie Enlow, district instructional coach; All Teachers
	8. Disaggregate and analyze both formative and summative data to drive improvement and transformation.	2015-2020: During PLC's each week and during PD days throughout each year; OSDE Data Reviews	Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Kim Collier, ECS; Reading and Math Specialist; STEM Coordinator; All Teachers; SIG Improvement Team; Superintendent's Advisory Team; OSDE
	9. Align the educational system for effective vertical and horizontal articulation and connection of standards, curriculum, assessment, instruction and resources.	2015-2020: During PLC's each week and during PD throughout each year. SIG Academies will also be used for Curriculum	Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Kim Collier, ECS; Reading and Math Specialist; STEM Coordinator;

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		Mapping and Alignment	All Teachers; SIG Improvement Team; Superintendent's Advisory Team; OSDE
	10. Align effective teaming practices through the creation of both vertical and horizontal structures that incorporate flexible grouping and instructional practices.	2016-2020: SIG Academy and 5 On-site Professional Development Days; PLC's each week during the grant and after	Principal, Tom Walsh; All Teachers; Coaches; STEM Coordinator; Kim Collier, ECS; Julie Enlow, district Instructional Coach; All Teachers
	11. Align the instructional delivery system within the school and classroom to meet individual learning needs of all students.	2016-2020: Coaching in classrooms two days per week in Year 2, 3, and 4. Coaching from the district instructional specialist in 2020 and after for sustainability; Weekly PLC's	Tom Walsh, Principal; Kim Collier, ECS; Julie Enlow, district Instructional Coach; Reading and Math Coaches; STEM Coordinator; All Teachers
	12. Align curriculum with existing standards (Oklahoma Academic Standards), and any additional standards to be developed by the OSDE, benchmarks and assessments.	2015-2020 and after: SIG Academy; During PLC's each week and Professional development days	OSDE; Tom Walsh, principal; All Teachers; Reading and Math Coaches; STEM Coordinator; Kim Collier, ECS; Denise Jordan, District Director of Professional Development; All Teachers
	13. Align instructional practices in the classroom to be standards-based, incorporate higher-order thinking, and to meet the unique learning needs of each and every student.	2015-2020 and after: SIG Academy (after Year 1); During PLC's each week and Professional development days	OSDE; Tom Walsh, principal; All Teachers; Reading and Math Coaches; STEM Coordinator; Kim Collier, ECS; Julie Enlow, district Instructional Coach; All Teachers
	14. Provide Differentiated Instructional strategies	2015-2020 and after: SIG Academy (after Year 1);	Tom Walsh, principal; Reading

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	training and coaching to meet learner needs (Tomlinson, 2001).	During PLC's each week and Professional development days and during coaching each week.	and Math Coaches; STEM Coordinator; Kim Collier, ECS; Julie Enlow, district Instructional Coach
	15. Provide STEM professional development and coaching in the classroom to build professional capacity among teachers, strong ties to parents and community, a student centered learning climate, and instructional guidance for teachers. Furthermore, to integrate math, science, technology, and reading skills.	2016-2020: SIG Academy (after Year 1); During PLC's, Professional development days and during coaching each week.	Tom Walsh, Principal; STEM Coordinator; Kim Collier, ECS; Denise Jordan, district Director for Professional development
	16. Student Led Conferencing to actively engage students in their learning process and increase parent involvement at conferences.	2016: 5 Day SIG Academy	Kim Collier, ECS; All Teachers
	17. Balanced Literacy and Response to Intervention (RTI) to increase reading achievement and close gaps.	2016-2020: 2016 – 5 Day SIG Academy; weekly PLC's; Coaching in classrooms each week	Tom Walsh, Principal; Kim Collier, ECS; Reading and Math Specialists; Julie Enlow, district Instructional Coach
	18. Provide "Working with Children of Poverty" professional development.	2016 5 Day SIG Academy – 1 Full Day	Kim Collier, ECS
	19. Provide scientifically research based math professional development and interventions.	2016-2020: 2016 – 5 Day SIG Academy; weekly PLC's; Coaching in	Tom Walsh, Principal; Kim Collier, ECS; Math Specialist;

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	20. Provide Marzano's Building Academic Vocabulary professional development and academic word walls in classrooms. 21. The External Provider, ECS, will also provide on-going professional development aligned with the Grants Management System, and student achievement data, as well as quarterly and yearly reports for accountability with the Superintendent, Principal, and OSDE team. Teacher and principal interviews, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching and leadership development, professional development, and continued data-driven decision making. 22. The External Provider will be held accountable for producing results using student academic achievement with OCCT data. In order to determine professional development needed and aligned with the LEA's comprehensive school plan, four elements will be used. Faculty members completed Marzano's survey. Data analyzed by the teachers,	classrooms each week 2016: 5 Day SIG Academy 2016-2020: 5 Day SIG Academy; 5 Onsite PD Days; Reflections/Evaluations collected after every PD and analyzed; Each 9 weeks a technical assistance report from the External Provider will be provided for all stakeholders; Yearly reports will also be provided in June each year of the grant Daily, weekly, monthly, and yearly during the grant	Julie Enlow, district Instructional Coach Kim Collier, ECS Kim Collier, ECS Tom Walsh, Principal; All teachers; SIG Improvement

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	administrators, and the SIG School Improvement Team will also be utilized. A compilation of all of this information will drive the specific areas of need for improving effective teaching and student learning and job embedded professional development. Our school is very low income, therefore, the External Provider will also be using the following books: <u>Working with Children of Poverty</u> by Ruby Payne, <u>Teaching with Poverty in Mind</u> by Eric Jensen and <u>Fulfilling the promise of the Differentiated Classroom</u> by Carol Ann Tomlinson, to assist our staff in becoming more focused in how to deal with differences in children. ECS will implement a coaching and professional development model and provide a weekly on-site coach to use a "Train the Trainer" model with Reading and Math Instructional Coaches and to assist teachers and administrators by modeling best practice and differentiated instructional strategies in the classroom, providing mentoring and feedback sessions with coaches, teachers and administrators. The value of coaching in education has been well documented. The research of Bruce Joyce and Beverly Showers (1985; 1988) demonstrated that coaching is a positive and essential component of effective professional development. Furthermore, that student achievement increased when coaching was part of a professional development program (Joyce, et al, 1989) and helped schools staff members build community. Coaching	and after 2016-2017 5 Day SIG Academy (July 29th, July 30th) 2015-2016 (Planning only); 2016-2020 weekly coaching	Team; Coaches; Kim Collier, ECS Kim Collier, ECS Kim Collier, ECS; Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Reading and Math Coach; Julie Enlow, district instructional coach

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	in the classroom promotes job-embedded learning, which is described by Wood & McQuarrie (1999) as "one of the most promising new approaches to professional growth in education". Coaching provides ongoing, sustainable support to teachers. Also, Coaching occurs in a large frame that includes the components of long-term excellent performance, self-correction, and self-generation (Flaherty, 1999) which builds capacity and leads to sustainability. Finally, the concept of coaching is consistent with the following National Staff Development Council (NSDC, 2001) standards: 1. Organizes adults into learning communities whose goals are aligned with those of the school and district. 2. Requires skillful school and district leaders who guide continuous instructional improvement. 3. Requires resources to support adult learning and collaboration. 4. Applies knowledge about human learning and change. 5. Provides educators with the knowledge and skills to collaborate. This classroom-based coaching approach is based on an assessment of the needs and strengths of the students and teachers, as observed within the instructional setting and aligned with the TLE. This model will involve both regular observations and debriefing sessions and long-term		

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	development. Coaching visits will take place two days a week the second year of the grant (2016-2017), two days a week the third year of the grant (2017-2018), and one day a month through a "Train the Trainer" model working with the Instructional Specialists to build capacity and sustainability during the fourth year of the grant (2018-2019). An important component of this coaching model is for the coach to establish relationships with the teachers and their students, to observe how the teachers organize the instruction, and determines if instruction is provided to the whole class, small groups, or peer lead. Furthermore, the model focuses on how teachers teach and how students respond to the instruction, learning styles and multiple intelligences. This model also examines the curriculum taught, formative and summative assessments, activities, materials, and resources used, and how students respond to the new skills and content matter, and if differentiation is utilized when delivering different teaching and learning approaches. Another important component of this model is the focus on the use of data in order to meet the learning needs of all students and improve effective classroom instruction. Weekly debriefing meetings focused on strategies to observe during walkthroughs with administration will be implemented as well, supporting the McREL evaluation model. A Train the Trainers model will be implemented with the Instructional Facilitator, and		

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	mentor teachers to provide continued sustainability with the coaching process. Coaching aligns with the district's focus for systemwide school improvement and transformation: district redesign, leadership, opportunity and accountability, and community-centered education reform. Effective coaches and coaching structures build instructional leadership capacity with application of what is known about adult learning and change theory. Coaching supports the systemic improvement efforts of the district and provides differentiated, targeted supports. Furthermore, instructional coaching is grounded in current research and knowledge on leadership as "professional communities of practice" (Miller, 1995). Coaching is more effective when it is customized to needs identified by teachers and when their approach to learning is collaborative and inquiry-based (Darling-Hammond and McLaughlin, 1995). Finally, the principals of this coaching model is grounded in research on effective professional development and professional learning communities. In many cases, the impact of coaching also goes beyond improving content instruction. The conditions, behaviors, and instructional strategies required by the coaching program can affect the culture of a school embedding instructional change to improve school-based culture and conditions (Neufeld and Roper, 2003). ECS will also implement "Intsructional Rounds" to enhance	2016-2020: 1 day in the fall and 1 day in the spring	Kim Collier, ECS; All Teachers; Instructional Coaches; Tom

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	teacher interaction and self-reflection (The Marzano Observational Protocol) with teachers. During these instructional rounds, small groups of teachers make brief observations of their fellow teachers. These observations are longer than a typical "walkthroughs" and shorter than an entire class period. During the rounds, groups of teachers will conduct as many observations of classrooms as possible within part of a day and then discuss their experiences later in the day. These instructional rounds are usually not used to provide feedback to the teacher being observed, although that is an option, the primary purpose is for the teachers making the observations to compare their practices with those observed in the classrooms. It is the discussion at the end of the rounds and self-reflection by the observer teachers that is the benefit for improvement. Furthermore, every teacher should participate in instructional rounds at least once per semester (Fall and Spring). In addition, rounds will be facilitated by the Instructional Specialist (to be hired) or lead teacher to build sustainability. ECS Executive Director, Kim Collier, will provide additional coaching, mentoring and leadership development for the principal aligned with the McREL evaluation tool, walkthroughs, coaching debriefing sessions, modeling and needs assessment. Research currently being used is the North Carolina School Executive: Principal Evaluation Process (Mid-continent Research for Education and Learning – McREL; Public Schools of North Carolina State	(to be determined during Year 1 of Planning and revision of the school calendar) 2016-2020: September, December, and March of each year for MCREL meetings (setting goals, strategies, timelines, monitoring results, etc.)	Walsh Principal District administration; Kim Collier, ECS

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	Board of Education, 2008 ECS will provide on-going professional development aligned with the School Improvement Plan, Grants Management System, and student achievement data, as well as monthly, quarterly, and yearly reports for accountability with administration, Board members, Turnaround Officer, Parents, and OSDE team. Teacher and principal interviews, surveys, professional development evaluations, OCCT data and additional assessments will also be collected and analyzed to drive the decisions needed toward improvement with coaching, leadership development, professional development, and continued data-driven decision making each year of the School Improvement Grant. Continued professional development will be provided for curriculum alignment and mapping as indicated in the timeline. Alignment of curriculum, instruction, and assessment with standards is critical for increasing student achievement. Furthermore, description, scope, focus, articulation, organization and periodic assessment of student learning is integrated in this process. Instructional delivery (teaching and classroom management), Instructional fidelity, Instructional planning by teachers, Instructional time (within school day, length of day, days in school year) are aligned with the Transformation Model and our improvement strategies.		

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	Teachers will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. Administration and teachers will conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, &Wayman, 2009). Participants will also analyze data from multiple sources such OCCT state data, District Benchmark data, subgroups, attendance, behavior, etc. to determine needs for Comprehensive Reform which will improve instruction and student learning. Furthermore, participants will continue to analyze data for progress monitoring using longitudinal data systems to drive continuous improvement efforts focused on improving achievement. Classroom formative assessments will be utilized and analyzed to give teachers feedback about students' understanding of the material presented and to determine what adjustments to instruction are needed to improve students' understanding. Student led conferencing and student sample work will also be utilized to improve achievement and parent engagement. In order for us to make sure that this Transformation Model has a significant effect on improving our elementary, we will continue to have meetings focused on " What Works" once a week to collaborate and communicate during PLC's with data, strategies, interventions/enrichment, results, etc.. This will give us an opportunity to self-correct if needed and to celebrate our accomplishments together. The principal will also be held to a set of performance standards that will include ensuring that the school is		

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	performing at expected achievement levels. The leader will be required to reach the district standard for effectiveness. A principal who does not attain these standards will be counseled toward the appropriate level of development, but will be exited if they do not reach expectations.		
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.	The district will implement a Train the Trainers Model in order to provide opportunities for career growth. We have a teacher evaluation system (TLE) in order to provide teachers with positive reinforcement and validation. We will implement a performance-based incentive program for all staff. Incentive bonuses will be awarded annually for returning teachers based on reaching our SMART Goals by the State Department of Education and signing bonuses to recruit highly qualified teachers. These bonuses will encourage teachers to put forth best efforts and will encourage teachers to return to Liberty the following year, as well as hiring effective teachers. Sustainability - The district will seek corporate sponsorship of bonuses/incentives before the funding period ends. The district will provide the latest technology for teachers such as interactive white boards, laptops, and projectors to provide ongoing opportunities for professional growth and to allow for increased student engagement.	2016/2017, 2017/2018, 2018/2019, 2019/2020 2016/2017; 2017/2018; 2018/2019; 2019/2020	Kevin Burr, Superintendent; Denise Jordan, Director of Professional development and Federal Programs OSDE; Kevin Burr, Superintendent; Tom Walsh

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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.	Sapulpa Public Schools will continue to use vertical and horizontal alignment of curriculum and to identify instructional gaps using the OCCT results and the Priority Academic Student Skills (PASS). All teachers will be trained to disaggregate data, align curriculum, identify gaps and to write effective curriculum. SIG professional development will focus on continuous vertical and horizontal alignment, creating curriculum maps to design a comprehensive curriculum that is based on the Oklahoma P.A.S.S. objectives and Oklahoma Academic Standards (OAS). All instruction will be embedded in this concept. PLC's will enable us to meet in horizontal teams and vertical teams. Monitoring - Agendas, Sign-in sheets, curriculum alignment; Pacing Guides, Curriculum Maps	2016-2020	Kevin Burr, Superintendent; Denise Jordan, Director of Professional development; Kim Collier, ECS; Tom Walsh, Principal, Reading and Math Coach, STEM Coordinator, Cathy Rains, Turnaround Officer; All Teachers
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.	Utilizing student data is critical to effective teaching and learning. With the Oklahoma P.A.S.S. objectives / Oklahoma Academic Standards as the guide, student data determines the pace and delivery of instruction. Differentiating instruction allows classroom teachers to provide effective instruction to ALL students. This approach utilizes research-based instruction (Tomlinson, 2001) and organization practices to accommodate student differences in the classroom. Accurate student assessments are critical to determine a student's strengths and weaknesses. Data from assessments will drive instruction in the classroom, which will result in increased academic achievement. PLC teams will meet weekly to review	2015-2020	Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Kim Collier, ECS, Instructional Coaches, All Teachers

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	assessment data to make appropriate adjustments to instructional plans. Liberty STEM Academy will continue to use both formative and summative assessments to plan and differentiate instruction. Formative assessments, which provide information needed to adjust teaching and learning while it is occurring, will be used as ongoing assessments to determine next steps in teaching and learning. Summative assessments, which gauge student achievement at a specific point in time relative to content standards, will be used to determine power standards, weakest to strongest standards and yearly curriculum pacing for the current year of teaching and the following year for both the students moving to the next grade and new students entering a grade. Liberty teachers will continue to utilize the following formative assessments: teacher observations, student-teacher conferences, student led conferences, questioning, quizzes, projects, class work, exit tickets, graphic organizers and homework. Additional formative assessments that will be added as a result of the Transformation Model are project –based assessments, student self-grading rubrics, and student self-assessments. Teachers will learn about these assessments as well as how to create them at our professional development meetings during the SIG Academy and professional development days, as well as during PLC's. Summative assessments we will continue to utilize are: STAR (K-5); and the OCCT for 3rd through 5th grades; Literacy First. Additional summative assessments that will be added as a result of this model is, easyCBM. All teachers will have an active role in creating benchmark tests to use at each grade level. Once student	2015-2020 and after BOY, MOY, and EOY Benchmarking, OCCT testing, STAR, Literacy First three times a year and every two weeks for progress monitoring 2016 and after – easyCBM Benchmark testing (K-5) Reading and Math	Cathy Rains, Turnaround Officer; Kim Collier, Educational Consulting Services; Reading and Math Coaches; All Teachers; Tom Walsh, Principal

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	data is obtained, teachers will use the data to differentiate instruction and increase learning. At professional development meetings teachers will bring their students' assessment data and disaggregate and analyze it for strengths and weaknesses. Kim Collier, of Educational Consulting Services, will train our teachers how to analyze data. This information will then be placed on a wall in our confidential data room, as well as individual classroom Data Walls. Teachers will develop grouping practices, modification of assignment, additional opportunities for students to use a variety of responses (oral, written, responses given to paras, etc.); and effective instructional strategies according to the needs of each individual child. Small groups can be multi-age, multilevel, and must be flexible enough to allow students to receive instruction in the skills that are specific to them. The lowest achieving students will be remediated in their skills that are non-existent while our most advanced students will be able to explore learning opportunities beyond the basic core curriculum. Schedules will be designed so all of our students will be able to participate in instruction that is designed specifically for them as they go from classroom to classroom for academic instruction with a teacher who has the utmost expertise in the area of need for that student. Differentiated instruction will be provided as part of the professional development meetings held throughout the year. We will conduct book studies with teachers and administrators to make sure that our teachers have an adequate knowledge base and expertise to differentiate instruction for all of our students. Monitoring – Sign-in sheets, agendas, and benchmark data		

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	will be maintained as documentation of implementation. The SIG Team will meet quarterly with certified staff to analyze results. Sustainability - The reading and math coaches, as well as district instructional coach, will work with the Instructional Facilitator, ECS, and certified to staff to ensure that all certified staff are trained to develop benchmark assessments, to analyze resulting data, and to differentiate learning based on data results. Students will also analyze their own data to produce results.		
8. Establish schedules and implement strategies that provide increased learning time.	Extended Day Activities The district/school will extend instructional time by adding 30 minutes to each day and 10 additional days for instruction. The focus of the reform strategy will be to engage students in productive academic learning time, including STEM activities and enrichment, and RTI for remediation, so that teachers can work collaboratively, not simply to add time to their day (Silva, 2005). Research supports the use of extended learning time, if a minimum of 300 hours per year is provided (Frazier & Morrison, 1998). During this additional time we would focus on providing intervention to students who need the most support. Small groups will be utilized which will be multi-age, multi-level and flexible. It will allow all students an opportunity to receive instruction in the skills that are specifically designed to meet their individual needs. All students will be pre-tested and post-tested to determine	2016-2020/August-May	Kevin Burr, Superintendent; Board members; Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Reading and Math Coaches; STEM Coordinator

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Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
	the success of the extended learning time intervention. Our certified staff will submit the results for review so we have an opportunity to make any adjustments necessary to ensure student success. Students will also be assessed (pre and post-tested) for summer school. We will continue to provide all day Pre-K and Kindergarten and those students will be pre and post-tested as well. The district and specifically our elementary will increase the instructional time by one hour per day Monday-Thursday. This hour	April – May for 2015-2020 and after	
9. Provide ongoing mechanisms for family and community engagement.	After conducting our Needs Assessment using Marzano's Parent Survey, families are very concerned about academic achievement of their children. They also have a great concern for communication. We have and will continue to use this data to select and secure community partners that will address these needs. In our attempt to improve our school community we have partnered with several social organizations to provide families a way to access services. We are also committed to partnering with faith- based organizations including the First Church of God. In addition, we would provide "hubs" using Wifi for our families to communicate with school and community.	2015-2020 and after	Kevin Burr, Superintendent; Board Members, Community Members, Tom Walsh, Principal

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)**
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.	Liberty is a small suburban school. As a result, the decisions regarding calendar, staffing, and budgeting are made by school leadership, teachers, parents, and the BOE. Liberty has developed and implemented district/school-wide communication and leadership mechanisms, so that those that will be impacted by a decision have a voice in that decision. Professional learning communities will be established in 2015/2016. The leadership team and Superintendent's Advisory Team will work with the certified and support staff to make necessary modifications to schedules, calendars, and budgets that will most effectively increase student achievement. Monitoring **-** The Superintendent's Advisory Council. will meet once monthly to discuss implementation and any barriers that may be impeding the efforts to implement the School Improvement Grant plan. Barriers will be identified by Professional Learning Communities (PLC), principals, and teachers. Recommendations for policy changes to reduce barriers will be presented to the Board of Education by the Superintendent as requested by the Council. Sustainability – The Council will be maintained beyond the funding period to continue reviewing school improvement barriers and operational flexibility needs.	2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020 and after	Tom Walsh, Principal; Superintendent's Advisory Council

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)**
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).	Liberty STEM Academy is a Priority school. The district will engage in ongoing technical assistance meetings with the State Department of Education and receive Professional Development from Educational Consulting Services, Kim Collier. District Leadership will receive monthly technical assistance designed specifically for leadership development from the external provider. The School Improvement Team will work with Ms. Kim Collier to utilize the Grants Management System, to assist with assessment, development, and documentation of school improvement efforts. In addition, Cathy Rains, our Turnaround Officer, will continue work closely with the superintendent and leadership team as she oversees and monitors the implementation of this plan. She will support the day-to-day needs of the school; keep everyone up-to-date on progress and barriers she sees. She will also ensure alignment between our activities and external providers.	2015-2020	Cathy Rains, Turnaround Officer; Tom Walsh, Principal; Denise Jordan, Director of Professional development and Federal programs; Larry Smith, Deputy Superintendent; Julie Enlow, Elementary Instructional Coach; Kim Collier, ECS
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.	We must include more, and improved differentiated instruction, increased rigor, and engagement for our students. Our vision for this initiative will support our efforts and provide the means to transform our school into a place where creativity and collaboration (embrace Kagan strategies) are the norm; a place where students are continually engaged in real world experiences, including STEM, and the teaching and learning process is focused on how to learn and make what has been learned meaningful and applicable. For too long, this district has used textbooks as their only resource. 78% of our students	2015-2020 and after	Tom Walsh, Principal; Cathy Rains, Turnaround Officer; Kim Collier, ECS

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)**
	qualify for free or reduced lunches and few have computers in their homes. This puts them at an extreme disadvantage as compared to their peers in higher socio-economic settings.		

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.

Liberty STEM Academy did not request the entire amount of SIG monies, only what we felt was needed to implement the Transformation Model to fidelity. Teachers, administration, and paraprofessionals will be awarded extra duty stipends for additional time worked to provide the extended day and extended year services and to attend professional development. Liberty was identified as a Priority school and is the only site to be served. Although the district has made significant progress over the past school year, more growth is needed. The district selected the Transformation Model after much research and analysis of data and needs.

Required Components to be Funded:
Additional Training
5 Day Academy for All Teachers and Site-Based Training
In order to meet the requirements of the grant a stipend per day will be paid to each certified staff member for attending a 5 day academy in addition to the days of on-site based training. Teachers will be given not less than 90 minutes per week for collaboration purposes. These activities will be directed by the Turnaround Officer, Principal, and External Provider. The collaboration time will be built into the schedule. - $85,000 each year of the grant
5 Day New Teacher Academy
New teachers will be required to attend a New Teacher
Academy. This training will be over and above any training provided to the returning staff and will prepare the teachers to engage in all school improvement initiatives. .
Professional Development
Funding will provide 49 days of on-site coaching/modeling and direct training from Kim Collier at Educational Consulting Services at a rate of $1000. per day (Year 2, 3, and 4). Year 5 will provide 29 days of sustainability support and technical assistance, using a Train the Trainer Model, from Kim Collier at Educational Consulting Services at a rate of $1,000. Per day.
Total cost for coaching, training, and modeling from external providers and trainers will be $176,000.00. Year 2, $49,000 year 3, and 4 $49,000 and in year 5, for a total of $29,000.00.
Extended Day/Year
Funding will provide more than 300 additional hours of instruction for our most at-risk students. Students will receive an additional 30 minutes per day of instruction. This additional time will be targeted directly to their individual needs. In some instances this will mean a second period of math and/or reading instruction in small flexible groups. In other instances this additional time will provide enrichment through the arts, healthy and fit activities. There will also be an additional 10 days of instructional time.
Bus Driver for Extended Day/Year
$500.00 per year and includes benefits

Collaboration Time
The 90 minutes of required and protected collaboration time is funded through the extended day portion of the budget. This time will be created by implementing a staggered schedule to embed collaboration time into the work week at no additional cost.

Salaries
Turnaround Officer / Officer
Liberty will designate an office which is located in the building on campus. This office will be used for School Improvement Team meetings, Professional Learning Community meetings, and faculty meetings. The Turnaround Officer will receive a salary that is commensurate with the state minimum salary schedule for her years of experience plus a stipend each year for the turnaround officer in addition to her other duties. Her salary will be $65,000.00 This includes $16,575.00 each year in benefits. This salary is based on 2014-15 teacher salary scale and will be updated if there is an increase in teacher salary scale. Total salary for five years is $325,000 and benefits for five years will be $82,875.

Year 2 certified staff is $392,000
Teacher Stipends for Professional Development, Teacher Academy - $85,000
Additional days of instruction - $100,000
Incentives for retention, recruitment, and performance - $152,000

Year 3 certified staff is $392,000
Teacher Stipends for Professional Development, Teacher Academy - $85,000
Additional days of instruction - $100,000
Incentives for retention, recruitment, and performance - $152,000

Year 4 certified staff is $392,000
Teacher Stipends for Professional Development, Teacher Academy - $85,000
Additional days of instruction - $100,000
Incentives for retention, recruitment, and performance - $152,000

Year 5 turnaround officer and parent liason - $100,000
Timely Distribution of Funds
Funds will be used immediately after receiving them and upon approval of the Maud Board of

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

The Turnaround Officer will:
- 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 Oklahoma State Department of Education, School Support Teams, central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with Oklahoma State Department of Education staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to Oklahoma State Department of Education.
- Attend all required professional development and meetings

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.

The Turnaround Officer will:
- 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 Oklahoma State Department of Education, School Support Teams, central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with Oklahoma State Department of Education staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to Oklahoma State Department of Education.

Attend all required professional development and meetings

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

All narratives would reflect the same information due to the fact that we only have one elementary in our district and we are only serving that one site.

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 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.

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

<u>Strongest Commitment</u>: 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.

<u>Intervention Models</u>
- ***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. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma)**: A school that, based on scores on the most

recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system, has been identified as among the lowest-performing in the state. The total number of Priority Schools in the state must be at least five percent of the Title I schools in the state.

Priority School:

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

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

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

d. All Tier I schools receiving SIG funds to implement a school intervention model will be named as Priority Schools a Priority School under the SIG program that is using SIG funds to implement a school intervention model.
Current SIG schools are eligible to apply for additional years, not to exceed 5 years.

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

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

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

Evidence of strongest commitment: In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA

must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

    a. Analyze the needs of its schools and select an intervention for each school;

    b. Design and implement interventions consistent with these requirements;

    c. Recruit, screen, and select external providers, if applicable, to ensure their quality;

    d. Align other resources with the interventions;

    e. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

    f. Sustain the reforms after the funding period ends.

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

<u>Providing flexibility</u>: An SEA may award school improvement funds to an LEA for a Priority School that has implemented, in whole or in part, an intervention that meets the requirements under sectionI.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 School.
e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority 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 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
• None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	• Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.	• 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
• The LEA has not developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists.	• The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the **criteria** identified above	• 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
• 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.	• 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.	• 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
• The LEA does not describe how policy was or policies were modified to enable schools to implement the requirements of the selected intervention model.	• The LEA describes how policy was or policies were modified to enable schools to implement some of the requirements of the selected intervention model.	• 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
• The LEA has designated a Turnaround Office(r) to provide oversight and support for the implementation of the selected intervention model.	• 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.	• 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 is 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 ASSESSMENTAND 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 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 Schools.

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

Level I	Level II	Level III
• No data sources were used in the analysis or summary of analysis is	• Few data sources (1-3) were used and summarized into a	• Multiple data sources (4 or more) were used and have been

nonexistent.	limited analysis.	summarized into a meaningful analysis.
• The identified model is not supported by the data analysis and needs assessment.	• The identified model is partially supported by the data analysis and needs assessment.	• The identified model is fully supported by the data analysis and needs assessment.

SCHOOL SMART GOALS

Level I	Level II	Level III
• Goals do not include any components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	• Goals include some components of SMART goals: specific, measurable, attainable, results driven, and time-bound.	• 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.*

Level I	*Level II*	*Level III*
• The LEA has not integrated resources to support the selected intervention model.	• The LEA has integrated some resources (1-2) to support the selected intervention model.	• 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
• The school has provided little to no policy change to enable schools to implement the selected intervention model.	• The school has provided some policy change to enable schools to implement interventions.	• The school has provided multiple policy changes and maximum flexibility to implement interventions, as appropriate.

SCHOOL SUSTAINABILITY

Level I	Level II	Level III
• The school has addressed none of the indicators of sustainability.	• The school has addressed some of the indicators of sustainability.	• 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 PRE-IMPLEMENTATION

Level I	Level II	Level III
• The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*.	• The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed.	• The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.

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 School.

e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority 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 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*
• None of the indicators for the chosen intervention model have been demonstrated or fully addressed in the LEA application.	• Some of the above indicators for the chosen intervention model are demonstrated by the district and have been fully addressed in the LEA application.	• 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
• 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.	• 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.	• 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 Schools will be reviewed by the School Support/School Improvement Office for accuracy