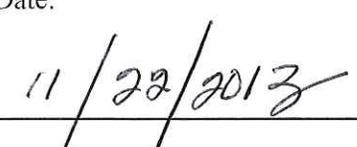# APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Oklahoma State Department of Education	Applicant's Mailing Address: Oklahoma State Department of Education Attention: Richard Caram 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105-4599

State Contact for the School Improvement Grant

Name: Richard Caram

Position and Office: Assistant State Superintendent, Office of School Turnaround

Contact's Mailing Address:
Oklahoma State Department of Education
Attention: Richard Caram
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Telephone: (405) 522-0855

Fax: (405) 522-5310

Email address: richard.caram@sde.ok.gov

Chief State School Officer (Printed Name): Janet C. Barresi	Telephone: (405) 521-4885
Signature of the Chief State School Officer: X _Janet C. Barresi_	Date: 11/22/2013

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Oklahoma

U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2016

Paperwork Burden Statement

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided $506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@ed.gov.

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

> Carlas McCauley, Group Leader
> Office of School Turnaround
> U.S. Department of Education
> 400 Maryland Avenue, SW, Room 3W320
> Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before November 15, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

3

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Oklahoma's Definition of Persistently Lowest-Achieving Schools-Priority Schools: On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. The **Priority School definition (as modified from ESEA Flexibility Waiver for Oklahoma)** is used to define Oklahoma's Persistently Lowest-Achieving Schools. A Priority School is: (1) a Title I school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; (2) a school among the lowest five percent of all schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; (3) a Title I-participating, a Title I-eligible, and/or a non-Title I high school with a graduation rate less than 60 percent for three consecutive years; or (4) All Priority Schools receiving SIG funds to implement a school intervention model. The total number of Priority Schools in the State must be at least five percent of the Title I schools in the State. Any sections that formally apply to Tier I, Tier II, and Tier III schools now apply to Priority Schools.
Schools currently receiving the SIG grant are not eligible to apply for this competition.
Additionally, references made throughout the application to school improvement, corrective action, and restructuring, no longer exist under the ESEA Flexibility Waiver for Oklahoma**.**

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

See Attachment 1 for a complete list of Oklahoma Priority Schools.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	**LEA NCES ID #**	**SCHOOL NAME**	**SCHOOL NCES ID#**	**PRIORITY (if applicable)**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE[1]**

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	**LEA NCES ID #**	**SCHOOL NAME**	**SCHOOL NCES ID#**	**PRIORITY**	**TIER I**	**TIER II**	**TIER III**	**GRAD RATE**	**NEWLY ELIGIBLE**
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
TOTAL AMOUNT OF REMAINING FUNDS:			

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

---

[1] "Newly Eligible" refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State's lowest quintile of performance based on proficiency rates on State's assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a "persistently lowest-achieving school" or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about "newly eligible schools," please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

Part 1: *The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:*

The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding. The requirements described in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Oklahoma will expect the implementation of LEA reform models to occur at the **beginning** of the 2014-2015 school year.

> *(1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.*

Oklahoma will require each LEA to complete a comprehensive needs assessment as part of the application process for each Priority School it elects to serve with SIG funds. The analysis of the needs assessment will be submitted in the LEA application for a 1003(g) School Improvement Grant.

To meet the requirements of this part, the LEA must:

- Analyze 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,
- Identify, 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, and
- Consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools.

The following rubric will be used by the SEA to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
• No data sources were used in the analysis or summary of analysis is nonexistent. • The identified model is not supported by the data analysis and needs assessment.	• Few data sources (1-3) were used and summarized into a limited analysis. • The identified model is partially supported by the data analysis and needs assessment.	• Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis. • The identified model is fully supported by the data analysis and needs assessment.

(2) 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 school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

LEAs should consider school, district, and community capacity when selecting an intervention model, as each intervention model requires unique responsibilities of those involved. The LEA's capacity to fully and effectively implement the selected intervention in each school will be evaluated according to the indicators listed below.

Indicators	Model(s) of Implementation
The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.	All Models
The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
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.	All Models
The ability of the LEA to serve the identified Priority Schools has been addressed.	All Models
The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf.	All Models
The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.	Turnaround, Transformation, Restart
The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.	Turnaround, Transformation, Restart
The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.	Turnaround, Transformation, Restart
The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	Turnaround, Transformation, Restart

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.	Turnaround, Transformation, Restart
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.	Turnaround, Transformation, Restart
The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
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.	All Models
The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart
The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
The LEA completes the grant application within the timelines set forth in the application.	All Models
Assurances are signed and submitted with the application.	All Models

The following rubric will be used by OSDE to evaluate the requirements of this part of the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
• None of the indicators for the chosen intervention model are addressed in the LEA application.	• Some of the indicators for the chosen intervention model are addressed in the LEA application.	• All of the indicators for the chosen intervention model are addressed in the LEA application.

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

LEAs will be required to submit a separate budget narrative and budget pages for each identified Priority School the district elects to serve. The LEA will be evaluated for this part according to the criteria listed below.

- The budget narrative must describe, in detail, the needs of the particular school implementing all required components of the chosen model, a description of proposed initiatives, services, and/or materials, and the responsibility of the LEA and the school for timely distribution of funds during each fiscal year of the grant.
- The budget narrative must also describe in detail, how the LEA will meet and fund the **additional Oklahoma requirements** of this grant:
  - Establish an FTE (the percent of FTE will be contingent upon LEA capacity) for an LEA-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;
  - Job Description of Turnaround Officer –
    - Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
    - Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
    - Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
    - Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
    - Liaise between the OSDE, School Support Team Leader(s), central office, and the schools served with SIG 1003(g) funds.
    - Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds. Provide quarterly status reports to OSDE.
    - Attend all OSDE required professional development and meetings.
  - Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
  - Provide at least five (5) days of site-based training <u>and</u> a five (5) day teacher academy or institute for each teacher in each Priority School to be served.
  - Provide <u>additional training</u> 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.
- Each LEA will submit site summary budget pages and site justification pages for each school for every fiscal year of the grant. A district summary budget page and district justification page will also be required, which includes totals of all schools in each function/object code and additional initiatives, services, and materials that will be provided.
- Budgets submitted must match the number of designated schools and be aligned to the models selected for each school. Budgets should be sufficient to cover the minimum ($50,000 per year) not exceed the maximum ($2,000,000 per year) award range allowable for each Priority School identified during each of the three (3) fiscal years over the period of availability of the grant (2014-2015, 2015-2016, and

2016-2017).

- LEA budget(s) must be signed by the LEA Superintendent and the LEA designated financial officer.
The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application.
Note that a Level III must be met before approval is granted. Additionally, budget summary and justification
pages will be reviewed by the SEA School Improvement Office for accuracy.

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.

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:
- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

The requirements included in this section are actions that the LEA may have taken prior to submitting a grant application. It is likely the actions will be undertaken after approval of the grant application. The LEA is required to provide information on each Priority School it elects to serve:

(1) The LEA will complete an Action Plan for each Priority School it elects to serve specifically addressing how the **design and implementation of interventions will be consistent with the final requirements** of the chosen intervention model. The Action Plans will be submitted to the SEA as part of the LEA application. Action Plans will include a description of the action steps necessary for implementation, a timeline for implementation, and a list of persons responsible for the actions and a description of the following additional factors.
Additional factors the SEA will consider when evaluating the LEA's commitment to the design and implementation of the final requirements of the selected intervention model(s) include:
- The LEA has staff in place with the credentials and capacity to design and implement the selected intervention model(s) while still meeting the needs of LEA initiatives;
- The LEA has committed time and resources to adequately facilitate the design and ongoing implementation of the selected intervention model(s);

- The LEA has an ongoing process in place that will inform the design and implementation of the selected intervention model(s); and
- The LEA has demonstrated adequate capacity, as defined in Section B, Part 1 of the SEA application, to implement the selected intervention model(s).

The following rubric will be used by OSDE to evaluate each requirement of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

Level I	Level II	Level III
• The Action Plan is not complete or does not provide required information regarding the intervention model.	• The Action Plan addresses some of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.	• The Action Plan addresses all of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.

(2) The LEA will develop a written procedure/policy to **recruit, screen, and select external providers** to ensure their quality and submit this written process with the LEA application. The written procedure/policy must include the following *steps*:
- Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- Research and prioritize available providers, which may include contacting other LEAs that have used the provider;
- Engage parents and other stakeholders in the review and selection process;
- Evaluate the external provider's progress toward goals and expectations; and
- Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

The following rubric will be used by OSDE to evaluate the requirement of this part on the LEA application.

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 *steps* identified above.	• The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all *steps* identified above.

The LEA will also submit in the application, a detailed **justification for the selection of external providers** that takes into consideration the needs of the identified Priority Schools to be served. The justification must include the following criteria:
- Documentation of research proven history of success working with the LEA, school, or a particular population;
- Alignment of external provider and existing LEA services or initiatives;
- Capacity of external provider to serve the identified Priority School and its selected intervention; and
- Data-based evidence of success in improving student academic achievement.

To assist in the process of evaluating a provider, the SEA suggests utilizing the following resources:

1. *The Guide to Working With External Providers* by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

2. *Overview of The Guide to Working With External Providers* by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

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

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

The following rubric will be used by the SEA to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

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.

(3) The LEA will complete an Integration of Services chart showing how the LEA and school will align **other resources with the interventions** and submit this chart as part of the LEA application. Resources LEAs *may* consider when completing the Integration of Services chart include:

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	• Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	• Registration and travel for teachers attending national conferences and workshops
Title III, Part A	Turnaround, Transformation, Restart	• Professional development in strategies for English Language Learners

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application.
Note that a Level III must be met 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.

(4) The LEA will describe how it has or plans to modify its practices or policies, **if necessary,** to enable it to implement the interventions fully and effectively and submit the narrative with the LEA application. Examples of policy changes LEAs may adopt 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).

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application.
Note that a Level III must be met 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.

5) The LEA will provide a plan for **sustaining the reforms after the funding period ends** and submit the plan as part of the LEA application. LEAs must provide evidence of the following indicators:
- All stakeholders, including school staff, parents, and members of the larger community, were involved in the planning phase and will share leadership throughout and beyond implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers (including Charter Management Organizations and Education Management Organizations), 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 that utilizes a Web-based planning and coaching tool;
- The LEA has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources are available or are being actively sought to enable the school to continue initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain the reform and a budget has been created to coordinate federal, state, and local funding to continue the intervention model.

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application.
Note that a Level III must be met before approval is granted.

Level I	Level II	Level III
• The LEA has addressed none of the indicators of sustainability.	• The LEA has addressed some of the indicators of sustainability.	• The LEA has addressed all the indicators of sustainability.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period[2] to help an LEA prepare for full implementation in the following school year?

 (2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

[2] "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

LEAs may use FY2009 carryover SIG 1003(g) ARRA funds for pre-implementation. This period enables an LEA to prepare for full implementation of the chosen model at the start of the 2014-2015 school year. LEAs requesting to use funds for pre-implementation are required to submit a plan for the pre-implementation period. This plan is in addition to the required model implementation chart of the application. LEAs requesting to use funds for pre-implementation are also required to submit an FY2014 budget reflecting the amount requested for pre-implementation activities. These activities must be itemized on the budget worksheet and approved with the LEA application. This budget is in addition to the FY2014 budget page that reflects implementation activities beginning August 1, 2014.

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

Allowable activities for pre-implementation include, but are not limited to:
Family and Community Engagement Activities
Rigorous Review of External Providers
Staffing
Instructional Programs (i.e., remediation and enrichment)
Professional Development and Support
Preparation for Accountability Measures

Activities that are **not allowable** for pre-implementation include, but are not limited to:
Pay Unassigned Teachers
Buy-Out Current Principal Contract
Conduct a Needs Assessment

The following rubric will be used by the SEA to evaluate the requirements of this part on the LEA application.
Note that a Level III must be met before approval is granted.

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

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

LEA Application Approval Timeline	
Action Step	**Date**
1. SEA will distribute the LEA grant application to all eligible LEAs via e-mail	Friday, January 24, 2014
2. LEA letter of intent to apply due via e-mail	Friday, January 31, 2014
3. SEA will provide a technical assistance Webinar for all LEAs that have submitted a letter of intent	Friday, February 14, 2014
4. SEA will provide technical assistance Webinar for all LEAs that have submitted a letter of intent with guidelines and application	Friday, February 28, 2014
5. Original copy of LEA application is due to SEA	Friday, March 7, 2014
6. SEA panel will review the applications and feedback will be provided to the LEA	Friday, March 21, 2014
7. LEA applications for three year awards will be approved by the Oklahoma State Board of Education (This is also the official date funding is awarded.)	Thursday, March 27, 2014
8. SIG Overview Meeting with new awardees	Thursday, April 10, 2014
9. All approved LEAs will be posted on the OSDE Web site	Thursday, April 10, 2014
10. Full Implementation begins	Friday, August 1, 2014

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The initial goals of the Priority Schools will be approved within the LEA application for 1003(g) SIG funds. Goals must be **s**ustainable, **m**easurable, **a**ttainable, **r**esults-driven, and **t**ime-bound (SMART).

The following rubric will be used by OSDE to evaluate the requirements of this part on the LEA application. **Note that a Level III must be met before approval is granted.**

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.

The SEA has established methods of ongoing monitoring and evaluation of goals for Priority Schools. The SEA will perform School Support Team Leader (SSTL) visits at each Priority School receiving 1003(g) funds. The primary function of SSTL visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. In addition, Priority Schools will be required to utilize Oklahoma's Web-based planning tool. This online planning and coaching tool will allow the SEA and SSTL to continuously monitor a school's progress toward goals. The coaching feature of this online system also provides opportunities for Priority Schools to communicate with their assigned SSTL and the SEA.

The SEA also has in place a process to annually review the extent to which the LEA has met its goals and to determine whether to renew an LEA's application. Three times a year, the LEA will submit to the SEA a School Improvement Status Report (SISR) for each Priority School receiving SIG funds. This report will require the LEA to provide a narrative report and supportive documentation as evidence of progress toward established goals. The SISR includes, but is not limited to the following data:

- Number of minutes within the school year;
- Participation rate by subgroup on state assessments in reading/language arts and mathematics;
- Dropout rate, if applicable;
- Graduation rate, if applicable;
- Student attendance rate;
- Number of students enrolled in advanced coursework or dual-enrollment classes, if applicable;
- Discipline incidents;
- Truancy rate;
- Postsecondary student enrollment;
- Distribution of teachers by performance level on LEA's teacher evaluation system; and
- Teacher attendance rate.

The SEA will review the SISRs to evaluate annually the progress the LEA has made toward established goals by using the following process:
- The SEA will review the initial goals established by the LEA.
- The SEA will collect and analyze the state academic achievement and graduation rate data for each Priority School.
- The SEA will compare the initial goal set by the LEA to the data.
- If the data has a greater value than the measurable outcome of the initial LEA goal, the goal will be considered met.

LEAs or schools reporting little or no progress toward the goals set in the plan on the SISR will receive intensive support from the SEA through SSTL visits, the online planning and coaching tool, and other differentiated technical assistance. All efforts will be made to ensure each Priority School has the support it needs to meet the goals. However, in the instance that a school does not meet the goals set forth in the application despite technical assistance efforts, the SEA will review the grant application and take into consideration recommendations from the School Improvement Grant Advisory Board to determine eligibility for renewal.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Oklahoma does not have Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

In addition to the methods of monitoring and evaluation described in Section D, Part 1 of the SEA application, monthly School Support Team Leader visits that produce SISRs, and the online planning and coaching tool progress review will be ongoing (at least quarterly). The SEA will have progress meetings (initial, interim, and end-of-year) with the school leadership team and district personnel to determine the fidelity to which the intervention model is being implemented.

Initial Implementation Meeting:
Upon approval of the LEA application, the SEA will discuss the approved SIG grant with school and district staff to ensure that all parties are familiar with the requirements of the intervention models and understand the approved goals, implementation strategies, and the consequences for not making progress toward meeting the goals.

Interim Implementation Meeting:
The SEA will conduct a detailed review of relevant school data, including student benchmarking data, to determine the progress made toward the established goals and the fidelity to which the intervention model is being implemented.

End of Year Implementation Meeting:
The School Improvement Grant Advisory Board and SSTLs will analyze relevant school data, including state student achievement data, to determine the progress made toward meeting the established goals and the fidelity to which the intervention model has been implemented. The end-of-the-year meeting will also review successes, challenges, and opportunities to improve in the next school year.

Data reviewed in the End-of-the-Year Implementation Meeting may include, but is not limited to:
- Student academic and state achievement data;
- Online planning and coaching tool reports;
- Feedback from faculty, staff, parents and students through surveys;
- Progress toward improvement in the indicators included on the SISR;
- Staff data and placement; and
- Effect of policy changes on implementation.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

LEAs with identified schools will be granted School Improvement Grant funds if the LEA submits a grant application that adequately addresses the needs of the school(s) and demonstrates the capacity to implement the model it selected for each school. Should the SEA not have sufficient funds to fund all eligible schools, the SEA will serve in rank order according to the SEA's list of persistently lowest achieving schools. The rank order is based upon achievement data as outlined in steps 1-5 of the PLA definition. For example, schools will be served first that demonstrate the greatest overall need, as evidenced by student academic progress over a number of years.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools.   If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.
Oklahoma does not have any Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.
Oklahoma will not take over any Priority Schools.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.
Oklahoma does not intend to provide services directly to any school in the absence of a takeover.

If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following (check each box):

☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.

☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.

☒ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

☒ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

☒ If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

☒ Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

The SEA plans to use the state-level funds it receives, not to exceed five percent, to provide technical assistance to the LEAs through the Office of School Support/School Improvement. The activities the Office of School Support plans to conduct include, but are not limited to:

- Continue and expand the principal and/or district leadership mentoring provided by School Support Team Leaders,
- Continue and expand the development and implementation of ongoing professional development for district level personnel, principals, and teachers of schools receiving SIG funds,
- Continue to train and implement the Oklahoma Data Review Model, and
- Develop and implement a training program for district level school improvement teams on Oklahoma's online planning and coaching tool.

G. CONSULTATION WITH STAKEHOLDERS

☒ By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

Oklahoma requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

Assurance

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of "persistently lowest-achieving schools") that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

☐In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than [Please indicate number].

Assurance

☐The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority schools list waiver

☒ In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

☒ The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver
Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

[Enter State Name Here] requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve

the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver
Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to "start over" their school improvement timeline again.

☐Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to "start over" in the school improvement timeline.

Assurances
☐The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☐The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver
Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

☐Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

☐The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☐The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

☒The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

The LEA application for Oklahoma is an attached document.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

(1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

(2) The LEA must ensure that each Tier I and Tier II school, or each priority 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.

(3) The LEA must describe actions it has taken, or will take, to—
  • Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
  • Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
  • Recruit, screen, and select external providers, if applicable, to ensure their quality;
  • Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
  • Sustain the reforms after the funding period ends.

(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.

(5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
  • Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,

24

- Measuring progress on the leading indicators as defined in the final requirements.

(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—
- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by $2,000,000 (not to exceed $6,000,000 per school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	$257,000	$1,156,000	$1,325,000	$1,200,000	$3,938,000
Tier I ES #2	$125,500	$890,500	$846,500	$795,000	$2,657,500
Tier I MS #1	$304,250	$1,295,750	$1,600,000	$1,600,000	$4,800,000
Tier II HS #1	$530,000	$1,470,000	$1,960,000	$1,775,000	$5,735,000
LEA-level Activities	$250,000		$250,000	$250,000	$750,000
Total Budget	$6,279,000		$5,981,500	$5,620,000	$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;

(2) 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 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;

(3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

(4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

(5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,

(6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
		TOTAL AMOUNT OF REMAINING FUNDS:	

School Improvement Grants (SIG) Program FY 2013 Assurances

By submitting this application, the SEA assures that it will do the following (check each box):

☐ Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards[2] to its LEAs.

☐ Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.

☐ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

☐ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

☐ If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

☐ Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

---

[2] A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	Priority	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible	Designation FY13	Designation FY14	Grade FY14
Albion	4002580	Albion Public School	400258000017	X						TI	Priority	F
ANADARKO	4003000	MISSION ES	400300000055	X						TI	Priority	F
Bearden	4003690	Bearden Public School	400369000114	X							Priority	F
BELFONTE	4003840	BELFONTE BELL ES (ADAIR CNTY)	Not on site # sheet	X						Priority	Priority	F
Belfonte	4003840	Belfonte Public School	400384000121	X							Priority	F
Billings	4004360	Billings HS	400436000141	X							Priority	F
Buffalo Valley	4005820	Buffalo Valley ES	400582000217	X							Priority	F
BUTNER	4006000	BUTNER ES	400600000227	X						Priority/SIG	Priority	F
Calvin	4006270	Calvin ES	400627000243	X							Priority	F
CANEY	4006420	CANEY ES	400642000250	X						Priority	Priority	F
CANEY	4006420	CANEY HS	400642029614	X						Priority		B
CHELSEA	4007380	ART GOAD INTERMEDIATE ES	400738001913	X						Focus	Priority	F
CHEROKEE IMMERSION CHART	4000755	CHEROKEE IMMERSION CHART	400075502720	X						Priority	Priority	F
CHOCTAW-NICOMA PARK (High School)	4007620	OKLAHOMA VIRTUAL CHARTER ACADE	400762002719	X						Priority		C
Choctaw-Nicoma Park Charter (Elementary School)	4007620	Oklahoma Virtual Charter Acade	Newly Split	X							Priority	F
Chouteau-Mazie	4007670	Chouteau-Mazie Ec Ctr	400767002398	X							Priority	F
Chouteau-Mazie	4007670	Chouteau-Mazie MS	400767000318	X							Priority	F
Crescent	4009000	Crescent MS	400900000379	X							Priority	F
CROOKED OAK	4009060	CROOKED OAK HS	400906000381	X						Priority		B-
CROOKED OAK	4009060	CROOKED OAK MS	400906000382	X						TI	Priority	F
CRUTCHO	4009150	CRUTCHO PUBLIC SCHOOL	400915000386	X						Priority/SIG	Priority	F
DAHLONEGAH	4009360	DAHLONEGAH PS	400936000401	X						Focus	Priority	F
DAVIDSON	4009480	DAVIDSON ES	400948000407	X						Priority	Priority	F
DUNCAN	4010290	WOODROW WILSON ES	401029000455	X						TI	Priority	F
EL RENO	4010650	LESLIE F. ROBLYER MS	401065002103	X						TI	Priority	F
Elk City	4010740	Pioneer ES	401074001894	X							Priority	F
Empire	4010890	Empire JHS	401089002718	X							Priority	F
Enid	4010920	Garfield ES	401092000514	X							Priority	F
Enid	4010920	Monroe ES	401092000522	X							Priority	F
Forest Grove	4011850	Forest Grove MS	Newly Split	X							Priority	F
Forest Grove	4011850	Forest Grove ES	Newly Split	X							Priority	F
FORT TOWSON	4012300	FORT TOWSON ES	401230000577	X						Focus	Priority	F
FOYIL	4012090	FOYIL ES	401209000564	X						TI	Priority	F
GAGE	4012330	GAGE ES	401233000579	X						TI	Priority	F
GRAHAM-DUSTIN	Newly Split/Merged	DUSTIN ES	Newly Split/Merged	X						Priority/C3	TI	D
GRAHAM-DUSTIN	Newly Split/Merged	GRAHAM ES	Newly Split/Merged	X						Priority/C3		B-
GRAHAM-DUSTIN	Newly Split/Merged	GRAHAM HS	Newly Split/Merged	X						Priority/C3		A-
GRANT	4013320	GRANT PUBLIC SCHOOL	401332002116	X						Priority	Priority	F
Greasy	4021870	Greasy Public School	402187001091	X							Priority	F
Guthrie	4013560	Central ES	401356002410	X							Priority	F
Guthrie	4013560	Cotteral ES	401356000630	X							Priority	F

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	Priority	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible	Designation FY13	Designation FY14	Grade FY14
HANNA	4013680	HANNA ES	401368000649	X						Priority		C
Hanna	4013680	Hannah Virtual (High School)	Showing Hanna HS No # for Virtual	X							Priority	F
HEALDTON	4014130	HEALDTON ES	401413000667	X						Focus	Priority	F
HOLDENVILLE	4014790	THOMAS MS	401479002673	X						Focus	Priority	F
Hominy	4014970	Hominy MS	401497000704	X							Priority	F
HOWE	4015120	HOWE ES	401512000708	X						Focus	Priority	F
HULBERT	4015240	HULBERT ES	401524000717	X						Focus	Priority	F
Hulbert	4015240	Hulbert Jr-Sr HS (Jr)	401524000101	X							Priority	F
Idabel	4015370	Central ES	401537000721	X							Priority	F
Idabel	4015370	Idabel Primary ES	401537000566	X							Priority	F
INDIANOLA	4015450	INDIANOLA HS	401542000730	X						Priority		C+
JAY	4015690	JAY UPPER ES	401569002680	X						Focus	Priority	F
Justice	4015900	Justice Public School	401590000748	X							Priority	F
KELLYVILLE	4016170	KELLYVILLE ES	401617000753	X						TI	Priority	F
KENWOOD	4016320	KENWOOD PUBLIC SCHOOL	401632000756	X						Priority/C3	Priority	F
KEOTA	4016350	KEOTA ES	401635000757	X						Focus	Priority	F
KEYES	4016410	KEYES ES	401641000763	X						Priority/C3	TI	D
Kinta	4016620	Kinta ES	401662000775	X							Priority	F
Lowrey	4018480	Lowrey Public School	401848000880	X							Priority	F
MANNSVILLE	4018870	MANNSVILLE PUBLIC SCHOOL	401887000896	X						Priority/C3	Priority	F
Mason	4019260	Mason ES	401926000909	X							Priority	F
Maud	4019290	Maud ES	401929000911	X							Priority	F
MCCURTAIN	4019410	MCCURTAIN ES	401941000915	X						Priority	TI	D+
McLoud	4019560	McLoud JHS	401956000933	X							Priority	F
MILLWOOD	4020080	MILLWOOD ES	402008000981	X						TI	Priority	F
MUSKOGEE	4020970	Alice Robertson JHS	402097000599	X						Focus	Priority	F
Muskogee	4020970	Harris-Jobe ES	402097001037	X							Priority	F
Muskogee	4020970	Whittier ES	402097001044	X							Priority	F
Newkirk	4021540	Newkirk-Braman ES	June 4 2012 consolidation- New site	X							Priority	F
Norwood	4021900	Norwood Public School	402190001092	X							Priority	F
OKAY	4022620	OKAY HS	402262001107	X						Priority/C3		B
OKC CHARTER	Do they have their own LEA #?	JUSTICE A.W. SEEWORTH ACADEMY	402277002306	X						Priority/SIG	Priority	F
OKLAHOMA CITY	4022770	ADAMS ES	402277001112	X						TI	Priority	F
OKLAHOMA CITY	4022770	BODINE ES	402277001115	X						Priority/C3	Priority	F
OKLAHOMA CITY	4022770	BRITTON ES	402277001116	X						Focus	Priority	F
Oklahoma City	4022770	Capitol Hill ES	402277001971	X							Priority	F
OKLAHOMA CITY	4022770	CAPITOL HILL HS	402277001119	X						Priority	TI	D+
OKLAHOMA CITY	4022770	CESAR CHAVEZ ES	402277002722	X						TI	Priority	F
OKLAHOMA CITY	4022770	DOUGLASS HS	402277001130	X						Priority		C+
OKLAHOMA CITY	4022770	DOUGLASS MS	402277002354	X						Priority/SIG	Priority	F
Oklahoma City	4022770	Edgemere ES	402277001132	X							Priority	F
OKLAHOMA CITY	4022770	EDWARDS ES	402277001133	X						Priority	Priority	F
OKLAHOMA CITY	4022770	EMERSON ALTERNATIVE ED. (HS)	402277001928	X						Priority	TI	D
Oklahoma City	4022770	Emerson Alternative Ed.(Es)	402277002325	X							Priority	F
Oklahoma City	4022770	Emerson Alternative Ed.(Ms)	402277002326	X							Priority	F

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	Priority	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible	Designation FY13	Designation FY14	Grade FY14
OKLAHOMA CITY	4022770	F.D. MOON ES	402277001126	X						Priority/SIG	Priority	F
Oklahoma City	4022770	Fillmore ES	402277001136	X							Priority	F
OKLAHOMA CITY	4022770	GREEN PASTURES ES	402277001140	X						Priority	Priority	F
OKLAHOMA CITY	4022770	GREYSTONE LOWER ES	402277001194	X						TI	Priority	F
OKLAHOMA CITY	4022770	GREYSTONE UPPER ES	402277001410	X						TI	Priority	F
OKLAHOMA CITY	4022770	HAWTHORNE ES	402277001143	X						TI	Priority	F
OKLAHOMA CITY	4022770	HAYES ES	402277001144	X						TI	Priority	F
OKLAHOMA CITY	4022770	HERONVILLE ES	402277001145	X						TI	Priority	F
OKLAHOMA CITY	4022770	HILLCREST ES	402277001146	X						Priority	Priority	F
OKLAHOMA CITY	4022770	JACKSON MS	402277001149	X						Priority	Priority	F
OKLAHOMA CITY	4022770	JEFFERSON MS	402277001150	X						Priority	Priority	F
OKLAHOMA CITY	4022770	JOHN MARSHALL MS	402277002394	X						Priority	Priority	F
OKLAHOMA CITY	4022770	LEE ES	402277001154	X						Priority	Priority	F
OKLAHOMA CITY	4022770	M.L. KING JR. ES	402277001161	X						Priority	Priority	F
Oklahoma City	4022770	North Highland ES	402277001165	X							Priority	F
OKLAHOMA CITY	4022770	NORTHEAST HS	402277002276	X						Priority		C
OKLAHOMA CITY	4022770	NORTHEAST MS	402277001167	X						TI	Priority	F
OKLAHOMA CITY	4022770	OAKRIDGE ES	402277001169	X						Priority	Priority	F
OKLAHOMA CITY	4022770	OKLAHOMA CENTENNIAL HS	402277002397	X						Priority/SIG	TI	D
OKLAHOMA CITY	4022770	OKLAHOMA CENTENNIAL MS	402277002405	X						Priority/SIG	Priority	F
Oklahoma City	4022770	Parmelee ES	402277001172	X							Priority	F
OKLAHOMA CITY	4022770	PUTNAM HEIGHTS ES	402277001176	X						TI	Priority	F
OKLAHOMA CITY	4022770	ROCKWOOD ES	402277001181	X						Priority	Priority	F
OKLAHOMA CITY	4022770	ROGERS MS	402277001182	X						Priority	TI	D-
OKLAHOMA CITY	4022770	ROOSEVELT MS	402277001183	X						Priority/SIG/C	Priority	F
OKLAHOMA CITY	4022770	SHIDLER ES	402277001186	X						Priority/SIG/C	Priority	F
OKLAHOMA CITY	4022770	SOUTHERN HILLS ES	402277001193	X						TI	Priority	F
OKLAHOMA CITY	4022770	STAR SPENCER HS	402277001192	X						Priority		C
OKLAHOMA CITY	4022770	TELSTAR ES	402277001197	X						TI	Priority	F
OKLAHOMA CITY	4022770	THELMA R. PARKS ES	402277002245	X						Priority	Priority	F
OKLAHOMA CITY	4022770	U. S. GRANT HS	402277001139	X						Priority/SIG		B+
OKLAHOMA CITY	4022770	WEBSTER MS	402277001202	X						TI	Priority	F
Okmulgee	4022800	Okmulgee Primary ES	402280001214	X							Priority	F
Optima	4023070	Optima Public School	402307001230	X							Priority	F
PADEN	4023340	PADEN ES	402334001237	X						Focus	Priority	F
Paoli	4023430	Paoli ES	402343001244	X							Priority	F
PONCA CITY	4024690	LINCOLN ES	402469001295	X						Focus	Priority	F
PORUM	4024840	PORUM HS	402484001307	X						Priority		C-
PRUE	4025170	PRUE HS	402517001319	X						Priority		C
PUTNAM CITY	4025290	MAYFIELD MS	402529001250	X						Focus	Priority	F
RINGLING	4025860	RINGLING JHS	402586001374	X						TI	Priority	F
SANTA FE SOUTH ES (CHARTER)	4000752	SANTA FE SOUTH ES (CHARTER)	400075202688	X						Priority	Priority	F
Seminole	4027300	Northwood ES	402730001440	X							Priority	F
Shady Point	4027450	Shady Point Public School	402745001450	X							Priority	F
SPAVINAW	4028110	SPAVINAW PUBLIC SCHOOL	402811001488	X						Priority	Priority	F
STRATFORD	4028980	STRATFORD HS	402898029668	X						Priority		A
TULSA	4030240	ACADEMY CENTRAL ES	403024029854	X						Priority	Priority	F
TULSA	4030240	ANDERSON ES	403024001581	X						Priority	Priority	F

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	Priority	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible	Designation FY13	Designation FY14	Grade FY14
TULSA	4030240	BURROUGHS ES	403024029768	X						Priority/C3	Priority	F
TULSA	4030240	CELIA CLINTON ES	403024029770	X						Priority	Priority	F
TULSA	4030240	CENTRAL HS	403024001596	X						Priority/SIG	TI	D+
TULSA	4030240	CENTRAL JHS	403024002731	X						Priority	Priority	F
TULSA	4030240	CHOUTEAU ES	403024001599	X						TI	Priority	F
TULSA	4030240	CLINTON MS	403024001601	X						Priority/SIG	Priority	F
TULSA	4030240	EAST CENTRAL HS	403024001607	X						Priority/SIG	TI	D
TULSA	4030240	EAST CENTRAL JHS	403024001614	X						Priority	Priority	F
TULSA	4030240	EMERSON ES	403024029775	X						Priority	Priority	F
TULSA	4030240	GILCREASE ES	403024002280	X						Priority	Priority	F
TULSA	4030240	HALE JHS	403024001677	X						Priority	Priority	F
TULSA	4030240	HAMILTON ES	403024001622	X						Priority	Priority	F
TULSA	4030240	HAWTHORNE ES	403024029777	X						Priority	Priority	F
TULSA	4030240	JACKSON ES	403024029780	X						Priority	Priority	F
TULSA	4030240	JONES ES	403024002656	X						TI	Priority	F
TULSA	4030240	KENDALL-WHITTIER ES	403024002249	X						Priority	Priority	F
TULSA	4030240	KERR ES	403024029782	X						TI	Priority	F
Tulsa	4030240	Key ES	403024029783	X							Priority	F
TULSA	4030240	LEWIS AND CLARK ES	403024001636	X						Priority		C-
TULSA	4030240	MACARTHUR ES	403024029787	X						TI	Priority	F
TULSA	4030240	MARK TWAIN ES	403024001644	X						Priority	Priority	F
TULSA	4030240	MARSHALL ES	403024029788	X						Focus	Priority	F
TULSA	4030240	MCCLURE ES	403024029789	X						Priority	Priority	F
TULSA	4030240	MCKINLEY ES	403024029790	X						Priority	Priority	F
TULSA	4030240	MCLAIN HS	403024001649	X						Priority/C3		C-
TULSA	4030240	MCLAIN JHS	403024002737	X						Priority/C3	Priority	F
TULSA	4030240	MEMORIAL JHS	403024001591	X						Priority	Priority	F
TULSA	4030240	MITCHELL ES	403024029791	X						TI	Priority	F
TULSA	4030240	NATHAN HALE HS	403024001653	X						Priority/SIG	TI	D-
TULSA	4030240	PARK ES	403024001656	X						TI	Priority	F
TULSA	4030240	PEARY ES	403024029792	X						TI	Priority	F
TULSA	4030240	PENN ES	403024001658	X						Priority	TI	D-
Tulsa	4030240	Project Accept Traice ES	403024002738	X							Priority	F
Tulsa	4030240	Robertson ES	403024001666	X							Priority	F
TULSA	4030240	SEQUOYAH ES	403024029796	X						Priority	Priority	F
TULSA	4030240	SKELLY ES	403024029797	X						Priority	Priority	F
TULSA	4030240	SPRINGDALE ES	403024001672	X						Priority	TI	D-
Tulsa	4030240	Traice MS	403024002663	X							Priority	F
TULSA	4030240	TULSA MET HIGH SCHOOL	403024002664	X						Priority	Priority	F
Tulsa	4030240	Tulsa Met JHS	Met Jr per July 16,	X							Priority	F
TULSA	4030240	WHITMAN ES	403024001676	X						Priority	Priority	F
Tulsa Charter: Kipp Tulsa	4030240	Kipp Tulsa Acad.College Prep.	403024002390	X							Priority	F
Union	4030600	McAuliffe ES	403060029810	X							Priority	F
Wanette	4031500	Wanette ES	403150001744	X							Priority	F
Watts	4031860	Watts ES	403186001761	X							Priority	F
WELLSTON	4032280	WELLSTON HS	403228001787	X						Priority		A
Western Heights	4032370	Bridgestone ES	Newly formed	X							Priority	F
WESTERN HEIGHTS	4032370	COUNCIL GROVE ES	403237001789	X						Priority	Priority	F
WESTERN HEIGHTS	4032370	JOHN GLENN ES	403237029717	X						TI	Priority	F

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	Priority	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible	Designation FY13	Designation FY14	Grade FY14
WESTERN HEIGHTS	4032370	WESTERN HEIGHTS MS	403237002244	X						TI	Priority	F
WESTERN HEIGHTS	4032370	WINDS WEST ES	403237029719	X						TI	Priority	F
Wetumka	4032430	Wetumka HS	403243001797	X							Priority	F
WEWOKA	4032460	WEWOKA HS	403246001801	X						Priority/C3		C+
Wewoka	4032460	Wewoka Learning Center	Newly formed	X							Priority	F
White Rock	4032640	White Rock Public School	403264001804	X							Priority	F
Whitefield	4032700	Whitefield Public School	403270001806	X							Priority	F
WYANDOTTE	4033240	WYANDOTTE ES	403324029731	X						Focus	Priority	F
WYNNEWOOD	4033300	CENTRAL ES	403330001833	X						TI	Priority	F
YARBROUGH	4033390	YARBROUGH ES	403339001840	X						Priority		B

OKLAHOMA LEA
APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(g)

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

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

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

Schools currently receiving the SIG grant are not eligible to apply for this competition. Additionally, references made throughout the application to school improvement, corrective action, and restructuring, no longer exist under the ESEA Flexibility Waiver for Oklahoma**.**

FOUR INTERVENTION MODELS:

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

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

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

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

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

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

TURNAROUND OFFICE(R)

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

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

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

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

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

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

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

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

REQUIRED APPLICATION COMPONENTS

Instructions for completing the LEA application should be carefully read and followed.
Only complete applications will be submitted to the review team.

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

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

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, March 7, 2014. Grant applications may be submitted electronically*, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:

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

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

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

All grant applicants will be notified within four weeks. Applicants may be partially or fully funded, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring expenditures.
Expenditures incurred before approval are not reimbursable.

APPLICATION RESOURCES

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

APPLICATION REVIEW

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

APPLICATION CONTACTS

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

Richard Caram, Assistant State Superintendent, School Improvement/School Turnaround
richard.caram@sde.ok.gov
405-522-0855

Iva Owens, State Director, C³ Partnership Schools/School Turnaround
iva.owens@sde.ok.gov
405-522-3263

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA SECTION

LEA APPLICATION CHECKLIST

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

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

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

Assurances –

A. Sub-grantees will implement one of the intervention models, turnaround, transformation, restart, or school closure, with fidelity as described in the final requirements of the School Improvement Grant 1003(g) and Appendix A of this application.

B. Sub-grantees will establish annual goals for student achievement on the state's academic assessments in reading/language arts, mathematics, and graduation rate (if applicable).

C. Sub-grantees will include in any contract with a charter management organization (CMO), education management organization (EMO), or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).

D. Sub-grantees will report school level data, including trend data over a number of years in the following areas:
   a. Number of minutes in the school year;
   b. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
   c. Dropout rate;
   d. Graduation rate (if applicable);
   e. Student attendance rate;
   f. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
   g. Discipline incidents;
   h. Truancy rate;
   i. Postsecondary student enrollment; and
   j. Teacher attendance rate.

E. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
   a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
   b. Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
   c. Provide <u>additional training</u> for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

F. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an online integrated planning and coaching tool.

G. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.

H. Sub-grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.

I. Sub-grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

<u>SCHOOLS TO BE SERVED</u>

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

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

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

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

LEA CAPACITY

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

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

If after SEA review of the claim of Lack of Capacity, the SEA determines an LEA has more capacity than it has claimed, the SEA will:
1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
• The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined.	All Models
• The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design.	All Models
• 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.	All Models
• The ability of the LEA to serve the identified Priority Schools has been addressed.	All Models

• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/ Turnaround_Leader_Competencies.pdf.	All Models
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	All Models
• The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.	Turnaround, Transformation, Restart
• The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.	Turnaround, Transformation, Restart
• The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.	Turnaround, Transformation, Restart
• The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA.	Turnaround, Transformation, Restart
• 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.	Turnaround, Transformation, Restart
• 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.	Turnaround, Transformation, Restart
• The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	All Models
• 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.	All Models
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	Turnaround, Transformation, Restart
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	School Closure
• The LEA completes the grant application within the timelines set forth in the application.	All Models
• Assurances are signed and submitted with the application.	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

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

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	• Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	• Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart	• Professional development in strategies for English language learners

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

LEA SUSTAINABILITY EFFORTS

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(G)

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

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

APPLICATION COVER SHEET

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

SCHOOL NEEDS ASSESSMENT

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

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

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

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

LEA must provide in its summary of the data analysis:
- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

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

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

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

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

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

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

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

SCHOOL SMART GOALS

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

    Strategic and **S**pecific
    Measurable
    Attainable
    Results Based
    Time Bound

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

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

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

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

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

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

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

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

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

SCHOOL INTEGRATION OF SERVICES CHART

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

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

Resource	Model(s)	Examples of Alignment with 1003(g)
Title I, Part A	Turnaround, Transformation, Restart	- Stipends for teachers attending professional development - Supplemental instructional materials for extended school hours
Title II, Part A	Turnaround, Transformation, Restart	- Registration and travel for teachers attending National Conferences and Workshops

		• Salary for instructional facilitator to provide ongoing professional development and coaching
Title III, Part A	Turnaround, Transformation, Restart	• Professional development in strategies for English Language Learners

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

SCHOOL SUSTAINABILITY EFFORTS

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

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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

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

According to Section J of the Guidance on FY2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:
- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

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

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

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

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

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

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

BUDGET SECTION CHECKLIST

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

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

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds during each of the three years over the period of availability of the grant (2014-2015, 2015-2016, 2016-2017). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:
- LEA may establish at the school site an FTE (the percentage of FTE will be contingent upon LEA capacity) for a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.
- Provide oversight and monitoring of school implementation of intervention model(s).

SCHOOL BUDGET NARRATIVE

The LEA must provide a budget narrative for each Priority School to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:
- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
- Provide <u>additional training</u> for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

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

LEA SUMMARY BUDGET AND JUSTIFICATION

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

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

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

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

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

PRE-IMPLEMENTATION BUDGET

The LEA must also provide a budget narrative for each of the Priority Schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

<u>LEA SECTION</u>

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

A. Sub-grantees will use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. (*federal*)

B. Sub-grantees will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. (*federal*)

C. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. (*federal*)

D. Sub-grantees will establish annual goals for student achievement on the state's academic assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. (*federal*)

E. Sub-grantees that implement a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. (*federal*)

F. Sub-grantees will report school-level data required under section III of the final requirements (*federal*).

G. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
   a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
   b. Provide at least five (5) days of site-based training **and** a five (5) day teacher academy or institute for each teacher in each Priority School to be served; and
   c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and the online integrated planning and coaching tool.

I. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.

J. Sub-grantees must ensure that any school receiving 1003(g) funds and does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.

K. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.

L. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

_____

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.

		INTERVENTION MODEL
	NCES	

Note: LEA nine more			Turnaround	Restart	School Closure	Transformation	An with or

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

Schools Served with FY2010 SIG funds:

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

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

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

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

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.	
• 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.	
• 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.	
• The ability of the LEA to serve the identified Priority Schools has been addressed.	
• The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/ Turnaround_Leader_Competencies.pdf.	
• The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.	
• The LEA has developed budgets for three (3) fiscal years that directly align to the activities and strategies stated in the plan.	
• 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 LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served.	
• 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.	
• 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 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 LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings.	
• 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.	
• The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available.	
• The LEA completed the grant application within the timelines set forth in the application.	
Only For LEAs implementing School Closure	
• The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available.	

NOTE: If after SEA review of the claim of Lack of Capacity and the required Capacity Chart above, the SEA determines an LEA has more capacity than it has claimed, the SEA will:
1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

- ❒ The LEA does not have a written procedure/policy to recruit, screen, and select external providers.

- ❒ The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

Provide in the space below a detailed justification for the selection of providers that includes the following information:
- Documentation of research proven history of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Priority Schools and their selected intervention models.
- Data-based evidence of success working with similar populations.

Start typing here.

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	
Title II, Part A	
Title III, Part A	
Other Federal Resources • *List here.*	
State Resources • *List here.*	
Local Resources • *List here.*	

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

Start typing here.

LEA SUSTAINABILITY EFFORTS

In the space below, provide the LEA plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:
- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The LEA has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The LEA has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The schoolwide plan includes goals and action steps that will sustain reform efforts.

Start typing here.

OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)

<u>SCHOOL SECTION</u>

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

School Name: **Address:**	**SIG Site Contact:** **Name & Position:** **Phone#:** **Email Address:**
Grade levels enrolled (SY13-14):	**Number of Students Enrolled (SY13-14):**
Title I Status: _____ **Schoolwide Program** _____ **Targeted Assistance Program** _____ **Title I Eligible School**	
Intervention Model Selected: _____ **Turnaround Model** _____ **Closure** _____ **Restart** _____ **Transformation**	

Amount the LEA is requesting from FY2013 SIG 1003(g) funds School Improvement Funds for the next three years.	
Year 1: SY 2014-15	
Year 2: SY 2015-16	
Year 3: SY 2016-17	
Total Amount of Funding Requested for this School	

SCHOOL NEEDS ASSESSMENT

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

Start typing here.

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

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

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

Name	Title	Stakeholder Group

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

Start typing here.

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

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
School Profile: Includes student and staff data	
Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum	
Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data	
Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration	
School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity	
Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners	
Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process	
Leadership: Includes process for decision making, policies and procedures, and the shared vision	
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming	
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation	

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

Start typing here.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for three (3) consecutive years in Reading/Language Arts, Mathematics, and Graduation Rate (if applicable) for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2014-2015:
Goal for 2015-2016:
Goal for 2016-2017:
Rationale:

SMART Mathematics Goals
Goal for 2014-2015:
Goal for 2015-2016:
Goal for 2016-2017:
Rationale:

SMART Graduation Rate Goals
Goal for 2014-2015:
Goal for 2015-2016:
Goal for 2016-2017:
Rationale:

INTEGRATION OF SERVICES

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

Resource	Alignment with 1003(g)
Title I, Part A	
Title II, Part A	
Title III, Part A	
Other Federal Resources • *List here.*	
State Resources • *List here.*	
Local Resources • *List here.*	

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

Start typing here.

SCHOOL SUSTAINABILITY EFFORTS

In the space below provide the school plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:
- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The school has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The school has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the reform efforts and initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain reform efforts.

Start typing here.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

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

Start typing here.

SCHOOL ACTION PLAN

For each Priority School, complete an annual action plan for three (3) consecutive years for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

Name of School:			

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

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
  A) Screen all existing staff and rehire no more than 50 percent; and
  B) Select new staff.			

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.			
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			

Name of School:			
Turnaround Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with state academic standards.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			
10. List any additional permissible strategies the LEA will implement as a part of the turnaround model. 1. 2. 3. 4.			

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.			
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement.			

Name of School:			

Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.			
4. Provide staff with ongoing, high-quality, job-embedded professional development (*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.			

Name of School:			
Transformation Model	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with state academic standards.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			
9. Provide ongoing mechanisms for family and community engagement.			

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.			
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. 2. 3. 4. 5.			

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

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

APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

LEA BUDGET NARRATIVE

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

Start typing here.

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

Start typing here.

The LEA must complete and attach the budget pages required for the LEA Section of the application:
- Summary Budget page and Justification page for each fiscal year* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools for each fiscal year of the grant.

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

SCHOOL BUDGET NARRATIVE

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

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:
- Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in a Priority School to be served;

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

Start typing here.

In the space below, provide a budget narrative for each of the Priority Schools 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.**

Start typing here.

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

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

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

Intervention Models
- ***Turnaround model***: A turnaround model is one in which an LEA must--
    a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
        (i) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
        (ii) Screen all existing staff and rehire no more than 50 percent; and
    b. Select new staff;
    c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
    d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
    e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;

g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

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

i. Provide appropriate social-emotional and community-oriented services and supports for students.

j. A turnaround model may also implement other strategies such as--

   (i) Any of the required and permissible activities under the transformation model; *or*

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

- ***Restart model***: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- ***School closure***: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

- ***Transformation model***: A transformation model is one in which an LEA implements each of the following strategies:

   a. Developing and increasing teacher and school leader effectiveness.

   b. Required activities. The LEA must--

      (i) Replace the principal who led the school prior to commencement of the transformation model;

      (ii) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

         (A) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

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

(iii) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

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

(v) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

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

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

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

d. Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

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

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

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

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

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

          (E) In secondary schools--

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

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

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

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

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

        (i) Required activities. The LEA must--

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

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

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

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

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

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

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

f. <u>Providing operational flexibility and sustained support</u>:

   (i) <u>Required activities</u>. The LEA must--

   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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

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

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

<u>Increased learning time</u>: 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.

<u>Lowest-achieving schools</u>: as determined by the state—

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

<u>Priority School</u>:

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

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

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

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

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

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

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

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

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

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

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

b. Design and implement interventions consistent with these requirements;

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

d. Align other resources with the interventions;

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

f. Sustain the reforms after the funding period ends.

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

The Guide to Working With External Providers by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php

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

Level I	Level II	Level III
• None of the indicators for the chosen intervention model are addressed in the LEA application.	• Some of the indicators for the chosen intervention model are addressed in the LEA application.	• All of the indicators for the chosen intervention model are addressed in the LEA application.

LEA Procedures/Polices for External Providers
The written procedure/policy must include the following *steps*:
- o Analyze the LEA/school operational needs and articulate specific goals and expectations for the provider;
- o Research and prioritize available providers, which may include contacting other LEAs that have used the provider;
- o Engage parents and other stakeholders in the review and selection process;
- o Evaluate the external provider's progress toward goals and expectations; and
- o Define consequences for the provider if goals and/or expectations are not met (i.e., termination of contract).

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 *steps*.	• The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that addresses all *steps*.

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

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.

LEA Modification of Policies and Procedures

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

Level I	Level II	Level III
• The LEA has addressed none of the indicators of sustainability.	• The LEA has addressed some of the indicators of sustainability.	• The LEA has addressed all the indicators of sustainability.

School Needs Assessment and Identification of Intervention Model

Level 1	Level II	Level III
• No data sources were used in the analysis or summary of analysis is nonexistent. • The identified model is not supported by the data analysis and needs assessment.	• Few data sources (1-3) were used and summarized into a limited analysis. • The identified model is partially supported by the data analysis and needs assessment.	• Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis. • 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

Level I	Level II	Level III
• The school has not integrated resources to support the selected intervention model.	• The school has integrated some resources (1-2) to support the selected intervention model.	• The school 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.

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*.

*Non-Regulatory Guidance on School Improvement Grants

School Action Plan for Intervention Model

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

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

Level I	Level II	Level III
• The Action Plan is not complete or does not provide required information regarding the intervention model.	• The Action Plan addresses some of the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.	• The Action Plan addresses all the requirements of the intervention model which includes the timeline, person responsible, and specific actions, including the *additional factors* identified above.

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.