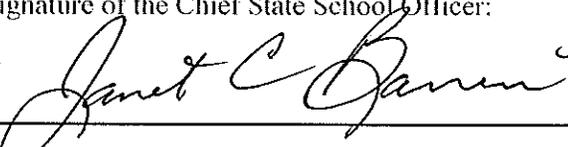


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|---|--|
| <p>Legal Name of Applicant: Oklahoma State Department of Education</p> | <p>Applicant's Mailing Address: Oklahoma State Department of Education Attention: Dr. Cindy Koss 2500 N. Lincoln Boulevard Oklahoma City, Oklahoma 73105</p> |
| <p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Cindy Koss</p> <p>Position and Office: Assistant State Superintendent, Office of Standards and Curriculum</p> <p>Contact's Mailing Address: Dr. Cindy Koss 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105</p> <p>Telephone: 405-521-4514</p> <p>Fax: (405) 521-2971</p> <p>Email address: Cindy_Koss@sde.state.ok.us</p> | |
| <p>Chief State School Officer (Printed Name): Janet C. Barresi</p> | <p>Telephone: 405-521-3301</p> |
| <p>Signature of the Chief State School Officer: X </p> | <p>Date: 1-24-11</p> |
| <p>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.</p> | |

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Oklahoma



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



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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 5 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 5 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). (See Appendix B for a chart summarizing the schools included in each tier.) 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.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

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 School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 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 school improvement 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.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

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 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@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, Education Program Specialist
Student Achievement and School Accountability Programs
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 December 3, 2010.

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.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|---|--|
| <p>Legal Name of Applicant: Oklahoma State Department of Education</p> | <p>Applicant's Mailing Address: Oklahoma State Department of Education Attention: Dr. Cindy Koss 2500 N. Lincoln Boulevard Oklahoma City, Oklahoma 73105</p> |
| <p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Cindy Koss</p> <p>Position and Office: Assistant State Superintendent, Office of Standards and Curriculum</p> <p>Contact's Mailing Address: Dr. Cindy Koss 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105</p> <p>Telephone: 405-521-4514</p> <p>Fax: (405) 521-2971</p> <p>Email address: Cindy_Koss@sde.state.ok.us</p> | |
| <p>Chief State School Officer (Printed Name): Janet C. Barresi</p> | <p>Telephone: 405-521-3301</p> |
| <p>Signature of the Chief State School Officer: X</p> | <p>Date:</p> |
| <p>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.</p> | |

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

| | | |
|---|---|---|
| SECTION A: ELIGIBLE SCHOOLS | <input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009 | <input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010 |
| | <i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists | <i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition |
| | <input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided | |
| SECTION B: EVALUATION CRITERIA | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION B-1: ADDITIONAL EVALUATION CRITERIA | <input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided | |
| SECTION C: CAPACITY | <input checked="" type="checkbox"/> Same as FY 2009 | <input type="checkbox"/> Revised for FY 2010 |
| SECTION D (PART 1): TIMELINE | <input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided | |
| SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION | <input checked="" type="checkbox"/> Same as FY 2009 | <input type="checkbox"/> Revised for FY 2010 |
| SECTION E: ASSURANCES | <input checked="" type="checkbox"/> Updated Section E: Assurances provided | |
| SECTION F: SEA RESERVATION | <input checked="" type="checkbox"/> Updated Section F: SEA reservations provided | |
| SECTION G: CONSULTATION WITH STAKEHOLDERS | <input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided | |
| SECTION H: WAIVERS | <input checked="" type="checkbox"/> Updated Section H: Waivers provided | |

PART I: SEA REQUIREMENTS

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: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III 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. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

| | |
|--|--|
| <input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009 | <input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010 |
| <p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input type="checkbox"/> SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p> | <p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input checked="" type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p> |

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Tier I Definition of Persistently Lowest Performing Schools

These schools were identified based on the following definitions.

Tier 1
Persistently lowest achieving schools include:

- (a) Any Title I school in improvement, corrective action, or restructuring that –
 - (i) Is among the lowest achieving five Title I schools in improvement, corrective action, or restructuring in Oklahoma; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.

To determine the schools among the lowest achieving five Title I schools in improvement, corrective action, or restructuring, the following process was used:

1. All Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced on the 2009-2010 state reading and mathematics assessments used for Adequate Yearly Progress (AYP) determinations. These percents included all Full Academic Year (FAY) students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 79 and the school with the highest percent proficient received a score of 1.
2. After all Title I schools in improvement, corrective action, or restructuring were ranked based on students scoring proficient or advanced on the 2009-2010 state reading and mathematics assessments, all Title I schools in improvement, corrective action, or restructuring were ranked based on the percent of students scoring Proficient or Advanced for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09) on the state reading and mathematics assessments used for AYP determinations. These percents included all FAY students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 79 and the school with the highest percent proficient received a score of 1.
3. Because it is more difficult for high schools to show progress over a number of years since only one reading and one mathematics test used for AYP determinations are administered in high schools, elementary schools were given additional points. Elementary schools were assigned an additional 35 points, and high schools were assigned an additional 0 points.
 - a. Elementary schools are schools serving no students in grades 9-12.
 - b. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.

4. Total points for each Title I school in improvement, corrective action, or restructuring were determined by multiplying the points assigned in step 1 by 1.5, adding the points assigned in step 2, and adding the points assigned in step 3.
5. Schools were ordered based on their total points. The five schools with the highest total points were identified.
 - a. Schools that are currently being served as Tier I schools through a School Improvement Grant were excluded, resulting in one school being eliminated from consideration.
 - b. Schools with less than four years of total achievement data (2009-2010 and at least three of the prior five years) were excluded since there was not enough data to determine if the school had made progress over a number of years. This resulted in one school being eliminated from consideration.
 - c. Schools with fewer than 30 FAY students who completed the reading or mathematics assessments used for AYP determinations in 2009-2010 were excluded. This minimum number was determined based on the reliability of scores as approved in Oklahoma's Accountability Workbook. This eliminated one school from consideration.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

1. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
2. The graduation rates used for AYP determinations of all Title I high schools in improvement, corrective action, or restructuring were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).
3. All Title I high schools in improvement, corrective action, or restructuring with an average graduation rate less than 60 percent were identified. Schools that are currently being served as Tier I schools through a School Improvement Grant were excluded, resulting in four schools being eliminated from consideration.

Tier 2

Persistently lowest achieving schools include:

- (a) Any secondary school that is eligible for, but does not receive, Title I funds that –
 - (i) Is among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years.
- (b) Any secondary school that receives Title I funds and has an achievement rate for reading and mathematics combined that is in the lowest quintile of schools in the State.

- (c) Any secondary school that has not made AYP for two consecutive years. (Note: All schools that meet this criteria were awarded FY2009 SIG funds, and not eligible for FY2010 SIG funds.)

To determine the schools among the lowest achieving five percent of secondary schools in Oklahoma that are eligible for, but do not receive, Title I funds, the following process was used:

1. A waiver has been requested from the United States Department of Education to include in the list of Tier II schools any school that receives Title I funds and has an achievement rate for reading and mathematics combined that is in the lowest quintile of schools in the State.
2. There are 308 secondary schools that are eligible for, but do not receive, Title I funds. There are 37 secondary schools that receive Title I funds and have an achievement rate for reading and mathematics combined based on data from the 2009-2010 year in the lowest quintile of secondary schools. Five percent of the 345 secondary schools in the pool for Tier II schools is 17 schools.
3. Secondary schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
4. All secondary schools that are eligible for, but do not receive Title I funds, and all secondary schools that receive Title I funds and are in the lowest quintile of secondary schools in the state were ranked based on the percent of students scoring Proficient or Advanced on the 2009-2010 state reading and mathematics assessments used for AYP determinations. These percents included all FAY students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 345 and the school with the highest percent proficient received a score of 1.
5. After all secondary schools that are eligible for, but do not receive Title I funds, and all secondary schools that receive Title I funds and are in the lowest quintile of secondary schools in the state were ranked based on the percent of students scoring Proficient or Advanced on the 2009-2010 state reading and mathematics assessments, all secondary schools that are eligible for, but do not receive, Title I funds and all secondary schools that receive Title I funds and are in the lowest quintile of secondary schools in the state that were not excluded in step 4 were ranked based on the percent of students scoring Proficient or Advanced for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09) on the state

reading and mathematics assessments used for AYP determinations. These percents included all FAY students who took tests administered through the Oklahoma Core Curriculum Tests, Oklahoma Modified Alternative Assessment Program, and the Oklahoma Alternative Assessment Program. (Note: For the purposes of this ranking process, there were no caps placed on the number of students scoring proficient on the Oklahoma Modified Alternative Assessment Program or Oklahoma Alternative Assessment Program tests.) Schools were each assigned points based on their rank so that the school with the lowest percent proficient received a score of 345 and the school with the highest percent proficient received a score of 1.

6. Total points for each secondary school that is eligible for, but does not receive, Title I funds and all secondary schools that receive Title I funds and are in the lowest quintile of secondary schools in the state were determined by multiplying the points assigned in step 4 by 1.5 and adding the points assigned in step 5.
7. Schools were ordered based on their total points. The 17 schools with the highest total points were identified.
 - a. Schools that are currently being served as Tier I schools through a School Improvement Grant were excluded, resulting in one additional school being eliminated from consideration. (Note: The four schools eliminated from consideration in Tier I graduation rate calculations that are already being served as Tier I schools through a School Improvement Grant were also eliminated from consideration in Tier II achievement results for the same reason.)
 - b. Schools already identified as Tier I schools for this identification were excluded, resulting in one school being eliminated from consideration.
 - c. Schools with fewer than 30 FAY students who completed the reading or mathematics assessments used for AYP determinations in 2009-2010 were excluded. This minimum number was determined based on the reliability of scores as approved in Oklahoma's Accountability Workbook. This eliminated 33 schools from consideration.

To determine the high schools that have had a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60 percent over a number of years, the following process was used:

1. High schools are schools serving students in grades 9-12, including schools that serve only a portion of these grades and schools that serve additional grades but include students in grades 9-12.
2. The graduation rates used for AYP determinations of all high schools that are eligible for, but do not receive, Title I funds and all secondary schools that receive Title I funds and are in the lowest quintile of secondary schools in the state were averaged for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09).

3. There were six high schools that are eligible for, but do not receive, Title I funds or receive Title I funds and are in the lowest quintile of secondary schools in the state with an average graduation rate less than 60 percent.
 - a. Two of these schools were eliminated from consideration because they have already been identified as a Tier II school based on achievement results.
 - b. One school was eliminated from consideration because it is currently being served as a Tier I school through a School Improvement Grant.
 - c. One school was eliminated from consideration because it had fewer than 30 FAY students complete the reading or mathematics assessments.
 - d. One school was eliminated from consideration because it had less than four years of graduation rate data, so there was not enough data to determine if the school had a graduation rate below 60 percent over a number of years.

Tier 3

All Title I schools in improvement, corrective action, or restructuring not already identified for Tier 1 or Tier 2 were identified for Tier 3. In addition, any schools excluded from Tier 1 or Tier 2 based on having fewer than 30 FAY students who completed the reading or mathematics assessments used for AYP determinations in 2009-2010 were identified for Tier 3.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|-------------|-----------------|--------|---------|----------|-----------|-----------------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE ¹ |
| | | | | | | | | |
| | | | | | | | | |

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|---------------------------------------|---------------|-------------|-----------------|--------|---------|----------|-----------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| | | | | | | | |
| | | | | | | | |

EXAMPLE:

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|---------------|-----------------|--------|---------|----------|-----------|----------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| LEA 1 | ## | HARRISON ES | ## | X | | | | |
| LEA 1 | ## | MADISON ES | ## | X | | | | |
| LEA 1 | ## | TAYLOR MS | ## | | | X | | X |
| LEA 2 | ## | WASHINGTON ES | ## | X | | | | |
| LEA 2 | ## | FILLMORE HS | ## | | | X | | |
| LEA 3 | ## | TYLER HS | ## | | X | | X | |
| LEA 4 | ## | VAN BUREN MS | ## | X | | | | |
| LEA 4 | ## | POLK ES | ## | | | X | | |

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.

EXAMPLE:

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|--|----------------------|--------------------|------------------------|---------------|----------------|-----------------|------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| LEA 1 | ## | MONROE ES | ## | X | | | |
| LEA 1 | ## | JEFFERSON HS | ## | | X | | X |
| LEA 2 | ## | ADAMS ES | ## | X | | | |
| LEA 3 | ## | JACKSON ES | ## | X | | | |

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

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:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (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 identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

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:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

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 2011-2012 school year.

(1) The SEA has assured that the LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention model, using the following process:

Oklahoma will require each LEA to address and demonstrate the requirements of this section. The information will be submitted in the LEA application for a 1003(g) school improvement grant. The SEA will evaluate the information provided to the extent to which the LEA analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school by requiring the LEA to complete a comprehensive needs assessment as part of the application process for each Tier I, Tier II, and Tier III school it elects to serve with SIG funds.

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

- Analyze multiple sources of data based on *Oklahoma's Nine Essential Elements Performance Indicators*, 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 description; 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 Tier I and Tier II school the district elects to serve and demonstrate in the application, and provide a narrative describing the correlation between the results of the data analysis, needs assessment report, and chosen model.
- The LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II 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 |
|---|---|--|
| <ul style="list-style-type: none"> • Data sources used in analysis or summary of analysis is nonexistent. • The identified model is not supported by the data analysis or needs assessment. | <ul style="list-style-type: none"> • Few data sources (2-3) were used in analysis, or analysis is lacking. • The identified model is partially supported by the data analysis and needs assessment. | <ul style="list-style-type: none"> • Multiple data sources (4 or more) were used and have been summarized into a meaningful analysis based on School Profile indicators in the LEA application. • The identified model is fully supported by the data analysis and needs assessment. |

(2) The LEA will have the opportunity to demonstrate 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 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 criteria the Oklahoma State Department of Education (OSDE) will use to evaluate 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 Intervention |
|--|--------------------------|
| <ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. | All Models |
| <ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. | All Models |

| | |
|--|-------------------------------------|
| <ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at www.publicimpact.com. | All Models |
| <ul style="list-style-type: none"> • The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. | All Models |
| <ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf | All Models |
| <ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | All Models |
| <ul style="list-style-type: none"> • The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Tier I and Tier II school to be served. | Transformation |
| <ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that | All Models |

| | |
|--|-------------------------------------|
| they have sound fiscal management with limited audit findings. | |
| <ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools. | All Models |
| <ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | School Closure |
| <ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. | All Models |
| <ul style="list-style-type: none"> Assurances are signed and submitted with the application. | All Models |

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

(3) LEA budgets includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in each Tier III school 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 school the district elects to serve. The LEA will be evaluated according to the extent it meets the criteria for this part listed below:

- The budget narrative must describe, in detail, the needs of the particular school in 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 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 Teams, 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 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 as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served. More information on job-embedded professional development can be found at: <http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>.
 - Provide additional training on the chosen intervention model and process aligned to the chosen model for new teachers that join turnaround schools after the start of implementation.
- Summary budget pages and justification pages for each school for each year of the grant will be required. A summary budget page and justification page will also be required of the district which includes totals of all schools in each function/object code and additional initiatives, services, and materials that will be provided at the district level.

- Budgets submitted must match the number of designated schools and be aligned to the models selected for each school. Budgets should not be less than the minimum amount of \$50,000 and should not exceed the maximum allowable amount of \$2,000,000 for each Tier I and Tier II school identified during each of the three years over the period of availability of the grant (2011-2012, 2012-2013, 2013-2014).
- Budgets submitted for Tier III schools should not be less than the minimum amount of \$50,000 and should not exceed the maximum allowable amount of \$2,000,000 for each Tier III school identified during each of the three years over the period of availability of the grant (2011-2012, 2012-2013, 2013-2014).
- LEA budget must be signed by the LEA Superintendent and the 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 Title I Office for accuracy.

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

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 regarding the following with relation to each Tier I and Tier II school it elects to serve:

- (1) The LEA will complete an Action Plan for each school it elects to serve in Tier I and Tier II specifically addressing how the **design and implementation of interventions will be consistent with the final requirements** of the chosen intervention model and submit the Action Plans 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 local needs;
- 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 diagnostic 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 Part 1 Section B of this application, to implement the selected intervention model(s).

The following rubric will be used by OSDE to evaluate each 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 |
|--|--|--|
| <ul style="list-style-type: none"> • The Action Plan is not complete or does not provide adequate information regarding the intervention model. | <ul style="list-style-type: none"> • The Action Plan adequately addresses most of the requirements of the intervention model. | <ul style="list-style-type: none"> • The Action Plan fully addresses all 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**, if applicable, 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).

| Level I | Level II | Level III |
|--|---|--|
| <ul style="list-style-type: none"> ● The LEA has not developed a written procedure/policy for recruiting and selecting external providers and no procedure/policy exists. | <ul style="list-style-type: none"> ● The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy addresses only some of the bullet points identified above. | <ul style="list-style-type: none"> ● The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers that fully addresses each requirement identified in the bullet points 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 Tier I and Tier II 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 Tier I or Tier II school and its selected intervention.
- Data-based evidence of success in improving student achievement.

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

1. *Lessons Learned: Choosing a School Turnaround Provider* from Education Northwest http://educatonnorthwest.org/webfm_send/1032

2. *The Guide to Working With External Providers* by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php
3. *Overview of The Guide to Working With External Providers* by Learning Point Associates
www.learningpt.org/expertise/schoolimprovement/externalproviderguide.php
4. *The Right People for the Job* (Webinar) from the Center on Innovation and Improvement
<http://www.centerii.org/webinars/>
5. *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 |
|--|--|---|
| <ul style="list-style-type: none"> • The provider has not fully met the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement. | <ul style="list-style-type: none"> • The provider has met some of the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement. | <ul style="list-style-type: none"> • The LEA has fully met all of the above criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving 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 | <ul style="list-style-type: none"> • Stipends for teachers attending professional |

| | | |
|----------------------------|-------------------------------------|---|
| | | <p>development</p> <ul style="list-style-type: none"> • Supplemental instructional materials for extended school hours |
| Title II, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching |
| Title II, Part D | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of current data system to promote use of data by all teachers |
| Title III, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Professional development in strategies for English Language Learners |
| Oklahoma State AAA Program | Turnaround, Transformation, Restart | <p>The AAA program became effective in Oklahoma law, July 1, 2005. The program provides monetary awards to qualified school employees that attain the: (1) highest overall student achievement and (2) the highest annual improvement in student achievement as measured by the Academic performance Index (API) in each of five groups based upon Average Daily membership. The law provides for the determination of the school sites in each of the five groups that achieve the</p> |

| | | |
|--|--|---|
| | | highest score for categories one and two mentioned above. |
|--|--|---|

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 |
|---|--|---|
| <ul style="list-style-type: none"> The LEA has integrated no resources to support the selected intervention model. | <ul style="list-style-type: none"> The LEA has integrated limited resources (1-2) to support the selected intervention model. | <ul style="list-style-type: none"> The LEA has fully integrated multiple (3 or more) resources 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;
 - 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 |
|---|---|--|
| <ul style="list-style-type: none"> The LEA has provided no policy change to enable schools to implement the selected intervention model. | <ul style="list-style-type: none"> The LEA has changed some policy or policies to match the necessary requirements of selected intervention(s) to enable schools to implement interventions. | <ul style="list-style-type: none"> The LEA has changed policy or policies to match the necessary requirements of selected intervention(s) or altered policies that will affect the implementation of the selected intervention(s) as appropriate. |

- (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 implementation;
- There are written plans in place for transition, including staffing, funding, exit of external providers (including Charter Management Organizations and Education Management Organizations), and changes in leadership;
- The LEA has in place a strategic planning process that utilizes Oklahoma’s Ways to Improve School Effectiveness (WISE) Web-based planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;
- 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.

Sustainability will be measured in the LEA-submitted application based on the description of factors such as the use of professional development to sustain the implemented strategies to improve student achievement, including the description of the use of the train-the-trainers model, as appropriate. The establishment of scheduling and processes that allow for teacher collaboration and teaming that produces more effective and efficient delivery of instruction will be an additional factor. A description of the plan for more effective and efficient communication strategies to involve parents and community will be a factor as well.

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

| Level I | Level II | Level III |
|---|--|--|
| <ul style="list-style-type: none"> ● The LEA has addressed none of the indicators of sustainability. | <ul style="list-style-type: none"> ● The LEA has addressed a few (3 or less) of the indicators of sustainability. | <ul style="list-style-type: none"> ● The LEA has fully and thoughtfully addressed all the indicators of sustainability. |

In addition, the LEA will be required to address its commitment to utilize the School Support Teams and Educational Leadership Coaching, as applicable, and its commitment to attend all required SEA school improvement meetings and conferences including, but not limited to:

- What Works in Schools: Phase I and II
- Pre-Data Retreat Leadership Meeting
- Summer Data Retreat
- 1003(g) Implementation Meetings

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:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² 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? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

LEAs may use FY2010 and/or FY2009 carryover SIG funds for pre-implementation. This period enables an LEA to prepare for full implementation of the chosen model at the start of the 2011-2012 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 FY2011 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 FY2012 budget page that reflects implementation activities beginning July 1, 2011.

The plan and the budget will be reviewed and approved with the LEA SIG application. 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.

Allowable activities for pre-implementation include, but may not be 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 may not be 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 adequately addressed the plan for the pre-implementation period and/or expenditures are allowable. | The LEA has addressed the plan for pre-implementation and expenditures are allowable, however, more specific detail is needed. | The LEA has fully developed a plan for the pre-implementation period and all expenditures are allowable. |

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA’s claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

Once the SEA determines the schools eligible to receive funds under the 1003(g) competitive funds, the LEA will be contacted by the SEA. The LEA will receive all information regarding the requirements of the four intervention models and the requirements in the LEA application. Further, the LEA will be informed that it must serve each of its Tier I and Tier II schools using one of the four intervention models, unless the LEA lacks the capacity to serve all schools identified as Tier I and Tier II.

If after SEA review of the claim of Lack of Capacity and the required Capacity Chart below, 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 Tier I and Tier II 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.

The OSDE will use the chart also included in Part 1, Section B, (2) to determine district capacity.

| Indicators | Model(s) of Intervention |
|---|--------------------------|
| <ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. | All Models |

| | |
|--|-------------------------------------|
| <ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. | All Models |
| <ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at www.publicimpact.com. | All Models |
| <ul style="list-style-type: none"> • The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. | All Models |
| <ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf | All Models |
| <ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | All Models |
| <ul style="list-style-type: none"> • The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Tier I and Tier II school to be served. | Transformation |
| <ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. | Turnaround, Transformation, Restart |

| | |
|---|-------------------------------------|
| <ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. | All Models |
| <ul style="list-style-type: none"> • The LEA has completed a self assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools. | All Models |
| <ul style="list-style-type: none"> • The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> • The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | School Closure |
| <ul style="list-style-type: none"> • The LEA completes the grant application within the timelines set forth in the application. | All Models |
| <ul style="list-style-type: none"> • Assurances are signed and submitted with the application. | All Models |
| <p>The SEA will also consider the following factors, as applicable:</p> <ul style="list-style-type: none"> • The commitment of the LEA, school staff, parents, and community to the implementation of the intervention model; • The history of service provided by the LEA to the schools over a number of years; • The number of central office staff members; • The availability of other district resources; and • The number of schools identified as Tier I or Tier II within the LEA. <p>This information will be reviewed by a state review team.</p> | |

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

| Action Step | Date |
|--|--|
| 1. SEA will distribute the LEA grant applications to all eligible LEAs via e-mail and postal mail. | Friday, February 18, 2011 |
| 2. SEA will provide a technical assistance meeting for all LEAs that intend to submit an application. | Wednesday, February 23, 2011 and Thursday, February 24, 2011 |
| 3. Time will be provided for the LEAs to develop applications, and receive technical assistance from the SEA via videoconference, technical assistance meetings, and other trainings as necessary. | Wednesday, February 23, 2011 – Friday, April 1, 2011 |
| 3. The SEA will provide a videoconference/webinar for technical assistance with guidelines and applications. | Tuesday, March 1, 2011 |
| 4. Original copy of LEA application is due to the SEA. | Friday, April 1, 2011 |
| 5. SEA panel will review the application and feedback will be provided to the LEA. | Tuesday, April 5, 2011 – Wednesday, April 6, 2011 |
| 6. LEA applications will be approved by the Oklahoma State Board of Education. | Thursday, April 28, 2011 |
| 7. Pre-Implementation period of LEAs. | Thursday, April 28, 2011 – August 2011 |
| 8. All approved LEAs will be posted on the OSDE Web site. | Thursday, May 12, 2011 |
| 9. Initial Implementation Meeting | Monday, May 2, 2011 |
| 10. 2011-2012 School Year Implementation of Selected Intervention(s) | 2011-2012 School Year |

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools 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 in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) 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.

(4) 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 the LEA is approved to serve.

(5) 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.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) 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, 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.³

³ 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.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

The initial goals of the Tier I and Tier II schools will be approved within the LEA application for 1003(g) school improvement grant funds. Goals will be evaluated on the extent to which they are SMART: sustainable, measurable, attainable, results-driven, and time-bound. Additionally, the SEA will provide information and technical assistance to LEAs in creating SMART goals.

The SEA will use the following rubric to evaluate the initial goals established by the Tier I and Tier II schools. **Note that a Level III must be met before approval can be granted.**

| Level I | Level II | Level III |
|---|---|--|
| <ul style="list-style-type: none"> Goals do not include any components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. | <ul style="list-style-type: none"> Goals include fewer than 2 components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. | <ul style="list-style-type: none"> Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. |

The SEA has established two methods of ongoing monitoring and evaluation of goals for Tier I and Tier II schools. The SEA will perform School Support Team (SST) visits at each Tier I and Tier II school receiving 1003(g) funds, based on priority need. The primary function of the SST 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, schools identified in Tier I and Tier II will be required to utilize Oklahoma’s Web-based planning tool, Ways to Improve School Effectiveness (WISE). This online planning and coaching tool will allow the SEA and SST to continuously monitor progress towards goals. The coaching feature of this online system also provides opportunity for the Tier I and Tier II schools to communicate with their assigned Educational Leadership Coach 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 a School Improvement Status Report (SISR) for each Tier I and Tier II school receiving school improvement grant funds. This report will require the LEA to report on progress toward the goals and provide supportive documentation as evidence of progress. In this report, LEAs must report progress being made toward established goals and provide additional data to the SEA including, but not limited to:

- Number of minutes within the school year;
- Participation rate on state assessments by student subgroup;
- 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;
- Distribution of teachers by experience and student achievement; 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 Tier I and Tier II 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 towards the goals set in the plan on the School Improvement Status Report will receive intensive support from the SEA through SST visits, the WISE planning and coaching tool, and other differentiated technical assistance. All efforts will be made to ensure each Tier I and Tier II schools 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.

(3) 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 if one or more Tier III schools in the LEA are not meeting those goals is as follows:

The initial goals of the Tier III schools will be approved within the LEA application for 1003(g) school improvement grant funds. Goals will be evaluated on the extent to which they are SMART: sustainable, measurable, attainable, results-driven, and time-bound. Additionally, the SEA will provide information and technical assistance to LEAs in creating SMART goals.

The SEA will use the following rubric to evaluate the initial goals established by the Tier III schools. **Note that a Level III must be met before approval can be granted.**

| Level I | Level II | Level III |
|---|---|--|
| <ul style="list-style-type: none"> • Goals do not include any components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. | <ul style="list-style-type: none"> • Goals include 3 or fewer components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. | <ul style="list-style-type: none"> • Goals are clearly defined and include all components of SMART goals: specific, measurable, attainable, results-driven, and time-bound. |

The SEA has established two methods of ongoing monitoring and evaluation of goals for Tier III schools. The SEA will perform School Support Team (SST) visits at each Tier III school receiving 1003(g) funds, based on priority need. The primary function of the SST 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, schools identified in Tier III will be required to utilize Oklahoma’s Web-based planning and coaching tool, Ways to Improve School Effectiveness (WISE). This online

planning and coaching tool will allow the SEA and SST to continuously monitor progress towards goals. The coaching feature of this online system also provides opportunity for the Tier III schools to communicate with their assigned Educational Leadership Coach 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 a School Improvement Status Report (SISR) for each Tier III school receiving school improvement grant funds. This report will require the LEA to report on progress toward the goals and provide supportive documentation as evidence of progress. In this report, LEAs must report progress being made toward established goals and provide additional data to the SEA including, but not limited to:

- Number of minutes within the school year;
- Participation rate on state assessments by student subgroup;
- 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;
- Distribution of teachers by experience and student achievement; 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 Tier III 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 towards the goals set in the plan on the School Improvement Status Report (SISR) will receive intensive support from the SEA through SST visits, the WISE planning and coaching tool, and other differentiated technical assistance. All efforts will be made to ensure each Tier III 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 determine eligibility for renewal.

The SEA has established actions LEAs must take in order to achieve renewal of the grant. Actions include, but are not limited to:

- Reanalysis of results of initial needs assessment and/or incorporating a needs assessment by an external provider, including the Marzano Research Laboratory Study;
- Changing the selected intervention model to more closely align with needs;

- Replacing the principal or staff that have been ineffective in implementing the intervention model;
- Making significant and data-driven decisions to the grant budget;
- Allowing for more policy change and increase flexibility to enable implementation of the intervention; and
- Creating additional student instructional time.

All efforts will be made to ensure each Tier III 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 determine eligibility for renewal.

(4) 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 the LEA is approved to serve, using the following process:

In addition to the methods of monitoring and evaluation described in Sections (2) and (3) of this part, three formal School Support Team visits that produce three formal School Improvement Status Reports, and the WISE online planning and coaching tool progress review will be ongoing (at least quarterly). The SEA will have progress meetings with the school leadership team, parent and community representatives, and district personnel to determine the fidelity to which the intervention model is being implemented (initial, interim, and end of year). Monthly coaching will occur for those Tier I schools identified for restructuring.

- **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:**
After the second School Improvement Status Report is submitted to the SEA, the SEA review panel, SSTs, and the School Improvement Grant Advisory Board will conduct a detailed review of the progress being made toward the established goals and the fidelity to which the intervention model is being implemented.
- **End of Year Implementation Meeting:**
After the third School Improvement Status Report, members of the SEA review panel, SSTs and the School Improvement Grant Advisory Board will analyze the SST reports, the comprehensive needs assessment conducted by Marzano Research Laboratory, and 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;
- WISE 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.

(5) The SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies.

1. 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 prioritize the schools as follows:

Tier I schools will have first priority for School Improvement Grant Funds. If the SEA does not have sufficient funds to serve all of its Tier I schools, the Oklahoma Department of Education 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.

2. Tier II schools will be served after all eligible Tier I schools have been served.

3. Tier III schools will be served after all eligible Tier I and Tier II schools have been served.

(6) The following criteria will be used to prioritize among Tier III schools:

Tier III schools are any Title I school in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. Tier III schools will be prioritized based on the greatest overall need as evidence by student academic progress over a number of years.

(7) Oklahoma will not take over any Tier I or Tier II schools.

(8) Oklahoma does not intend to provide services directly to any school in the absence of a takeover.

E. ASSURANCES

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.
- 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 that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent 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.
- 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.
- Report the specific school-level data required in section III of the final 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.

Insert response to Section F SEA Reservation here:

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

- Continue and expand the principal and district leadership workshops and seminars provided by The Leadership and Learning Center that will begin June 2011.
- Continue and expand the development and implementation of ongoing professional development for district level personnel, principals, and teachers of schools receiving SIG funds in coordination with Marzano Research Laboratory.
- Expand the data review model by hiring additional data facilitators.
- Develop a training program for district level school improvement teams on the Ways to Improve School Effectiveness (WISE) Planning Tool.
- Contract with a national consultant to provide training to district school improvement teams in areas such as building leadership capacity and Professional Learning Communities.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including district personnel, district human resources personnel, union representatives, and turnaround officers.

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.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here 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.

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 2010 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.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier

III schools.

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 2010 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]** 30.

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.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Oklahoma 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, and 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 4: School improvement timeline waiver

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 2011–2012 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 2011–2012 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.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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 Title I 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.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Oklahoma requests a waiver of the requirement indicated below. The State believes that the requested waiver 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 improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

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

(Must check if requesting one or more waivers)

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 REQUIREMENTS

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

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

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 the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II 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 that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II 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.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - 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 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 identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (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.

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 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 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; 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 it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 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 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 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, 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; and
- (4) 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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

| | Schools an SEA MUST identify in each tier | Newly eligible schools an SEA MAY identify in each tier |
|-----------------|---|---|
| Tier I | Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡] | Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier II | Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.” | Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier III | Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**} | Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years. |

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

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

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

School Improvement Grants, 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) for use in Title I schools identified for improvement, corrective action, or restructuring 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 their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Under the interim final requirements, published in the Federal Register in January 2010, school improvement funds are to be focused on each State's Tier I, Tier II, and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring.

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that have had a graduation rate below 60 percent over a number of years and secondary Tier I schools that are in the lowest quintile of schools in the state. Tier II schools are also any secondary school that receives Title I funds and has an achievement rate for reading and mathematics combined that is in the lowest quintile of schools in the State.

Tier III schools are any Title I school in improvement, corrective action, or restructuring that have not been identified as a Tier I school.

FOUR INTERVENTION MODELS:

Any Tier I and Tier II 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) and rehire no more than 50% of the staff; 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) 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 Tier I or Tier II schools, including both schools that are being served with FY2009 SIG 1003(g) funds and schools that are eligible to receive FY2010 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

Turnaround Office(r) – LEAs must employ an FTE (percentage of FTE will be contingent upon LEA capacity) as an LEA 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 LEAs 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 Teams, 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 required professional development and meetings.

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

Additionally, the LEA must provide a five (5) day teacher academy or institute to provide training in school improvement initiatives and information about the requirements of the 1003(g) grant. More information about job-embedded professional development can be found at <http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>.

New Teachers – LEAs must provide additional training beyond the required five (5) days of site-based training and the five (5) day teacher institute for new teachers that join after the start of implementation of the selected intervention model. New teachers should be provided training on initiatives to support school improvement efforts and the process and requirements of the 1003(g) grant.

Resources and meetings – LEAs must utilize the OSDE’s State System of Support technical assistance. School Support Teams will be provided for each Tier I, Tier II, and Tier III school receiving 1003(g) funds, based on priority need. These teams will meet on site at least three (3) times per year to provide technical assistance and support to schools and to conduct an external evaluation of the school based on Oklahoma’s Nine Essential Elements. Schools in Tier I, Tier II and Tier III will also be required to use Oklahoma’s online planning and coaching tool, Ways to Increase School Effectiveness (WISE). This online planning and coaching tool designed to help schools focus on Oklahoma’s Nine Essential Elements and provides a framework for progress monitoring for continuous school improvement.

Additionally, LEAs and staff from schools in Tiers I, II, and III 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. Incomplete applications may not be submitted to the review team.

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

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

| | |
|--|--------------------|
| LEA Sustainability Efforts | Up to 5 pages |
| LEA Application for Tier III Schools | Up to 5 pages |
| School Section (to be duplicated for each Tier I and Tier II 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 duplicated for each Tier I and Tier II school served) | Up to 5 pages each |
| LEA Summary Budget and Justification Pages | Attachment |
| School Summary Budget and Justification Pages | Attachment |

APPLICATION SUBMISSION AND DUE DATE

Grant applications must be received by the Oklahoma State Department of Education no later than Friday, March 11, 2011. Grant applications may be submitted in person or via postal mail with original signatures to the contact listed on the application. Grant applications will be screened for completeness upon submission. Incomplete applications may not be forwarded for review. Factors that may delay application review include:

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

Complete applications will be forwarded for review. Additional information or clarification may be requested before approval is granted.

Successful 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 any 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 including external reviewers at the SEA. 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 CONTACT

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

Mary Pearson, Executive Director, Title I/School Support/ARRA
Mary_Pearson@sde.state.ok.us
405-522-3253

Jackie Mania, Director, Turnaround Office
Jackie_Mania@sde.state.ok.us
405-522-3263

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

LEA APPLICATION 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 Tier I, Tier II, and Tier III schools to be served.

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

APPLICATION COVER SHEET

LEAs must complete one (1) application cover sheet regardless of number of Tiers I, II, and III 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/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. Grantees will fully and effectively 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. Grantees will establish three year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. 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. 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;
 - 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. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
 - a. Establish an FTE (percentage 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;
 - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - c. Provide at least five (5) days of site based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and
 - d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, data reviews, and 1003(g) Implementation Meetings.

- H. Grantees must ensure that any Tier I or Tier II 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. 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.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

WAIVERS

LEAs awarded a 1003(g) grant are eligible to receive waivers made available with the 1003(g) grant. The LEA must indicate the waiver it plans to implement. If not all waivers will be implemented at all Tier I, Tier II, and Tier III schools, the LEA must indicate which schools are applying for which waivers.

Waivers available to LEAs applying for 1003(g) funds are:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY2009 carryover for the SEA and all of its LEAs to September 30, 2014.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.
- 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 or Tier II Title I participating school that does not meet the poverty threshold.

SCHOOLS TO BE SERVED

An LEA funded by the 1003(g) grant must serve all its eligible Tier I and Tier II schools unless the LEA demonstrates a lack of capacity to serve all such schools. Tier III schools may be served only after all eligible Tier I and Tier II schools are served.

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 FY2009 SIG 1003(g) funds. In the second chart, the LEA must list all Tier I and Tier II schools that are eligible to receive FY2010 SIG 1003(g) funds and indicate the Tier status and the selected intervention model for the school, if applicable. If the school is eligible, but is not applying for FY2010 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 Tier I or Tier II 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 Tier I and Tier II 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 Tier I and Tier II schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

| Indicators | Model(s) of Intervention |
|--|---------------------------------|
| <ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. | All Models |
| <ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. | All Models |
| <ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at www.publicimpact.com. | All Models |
| <ul style="list-style-type: none"> • The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. | All Models |
| <ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. | All Models |

| | |
|--|-------------------------------------|
| For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf | |
| <ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | All Models |
| <ul style="list-style-type: none"> The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Tier I and Tier II school to be served. | Transformation |
| <ul style="list-style-type: none"> The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. | All Models |
| <ul style="list-style-type: none"> The LEA has completed a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools. | All Models |
| <ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | Turnaround, Transformation, Restart |
| <ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | School Closure |
| <ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. | All Models |
| <ul style="list-style-type: none"> Assurances are signed and submitted with the application. | All Models |

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

LEAs applying for 1003(g) funds must have in place a written procedure/policy to recruit, screen, and select external providers, if applicable. 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 Tier I or Tier II 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. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve. 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 | <ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours |
| Title II, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching |
| Title II, Part D | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of |

| | | |
|-------------------------------|-------------------------------------|--|
| | | current data system to promote use of data by all teachers |
| Title III, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> Professional development in strategies for English language learners |
| Oklahoma State Triple A Award | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> Monetary state award for: highest overall student achievement or highest annual improvement in reading and math. |

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 Tier I and Tier II 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 the Ways to Improve School Effectiveness (WISE) 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/school improvement plan incorporates the goals and action steps of the 1003(g) application.

LEA APPLICATION FOR TIER III SCHOOLS

The LEA must provide a narrative naming the Tier III schools it wishes to serve, the needs assessment conducted at the Tier III schools, the interventions the LEA proposes to provide at the Tier III schools, the SMART goals established for the Tier III schools, an action plan for each goal, and a timeline for implementation. The LEA should include budgetary information for Tier III schools on the LEA summary budget and justification pages.

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

SCHOOL APPLICATION SECTION

SCHOOL SECTION CHECKLIST

For **each** Tier I and Tier II school to be served, the LEA should provide the information included in the School Section Checklist.

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

APPLICATION COVER SHEET

For each Tier I and Tier II 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 Tier I and Tier II schools.

For each Tier I and Tier II 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 Tier I and Tier II 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 Tier I and Tier II 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 as related to Oklahoma's Nine Essential Elements.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

Selecting the appropriate intervention model for each Tier I and Tier II 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 brought about 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 Tier I and Tier II 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 Tier I or Tier II schools, including both schools that are being served with FY2009 SIG 1003(g) funds and schools that are eligible to receive FY2010 SIG 1003(g) funds, may not implement the transformation model in more than 50 percent of those schools.

SCHOOL SMART GOALS

LEAs must establish three-year goals for each Tier I and Tier II school in the areas of reading, mathematics, and graduation rate, if applicable. These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

**Strategic and Specific
Measurable
Attainable**

Results Based
Time Bound

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

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

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

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

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

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

Examples of SMART Goals –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2011-2012 school year.
- The API mathematics score for students in the All Students subgroup will increase from 894 to the identified state performance benchmark of 1074 in the 2011-2012 school year.

On the application, the LEA must identify three-year SMART goals for each Tier I and Tier II 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 three-year SMART goals for graduation rate.

SCHOOL INTEGRATION OF SERVICES CHART

The LEA must complete for each Tier I and Tier II school an Integration of Services Chart showing how the LEA will align other available federal, state, and local resources to the selected intervention models. The LEA should also consider the alignment of resources to support the initiatives implemented in any Tier III schools the LEA plans to serve.

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 | <ul style="list-style-type: none"> • Stipends for teachers attending professional development • Supplemental instructional materials for extended school hours |
| Title II, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Registration and travel for teachers attending National Conferences and Workshops • Salary for instructional facilitator to provide ongoing professional development and coaching |
| Title II, Part D | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Instructional technology to be integrated into core subjects • Increased capacity of current data system to promote use of data by all teachers |
| Title III, Part A | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Professional development in strategies for English Language Learners |
| Oklahoma State Triple A Award | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Monetary state award for: highest overall student achievement or highest annual improvement in reading and math. |

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In addition to the policies and procedures that may need to be modified by the LEA, the Tier I or Tier II school may also need to modify its policies and practices to enable the school to effectively implement the selected intervention models. 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 Tier I and Tier II 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 Tier I or Tier II 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 Ways to Improve School Effectiveness (WISE) online 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 FY2010 SIG 1003(g) 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 2011-2012 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 Tier I or Tier II school served by FY2010 SIG 1003(g) 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 Fiscal Year 2010 School Improvement Grants, allowable activities for pre-implementation include:

- 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 Tier I and Tier II school to be served a three-year action plan 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 duplicated for each Tier I and Tier II school.

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

BUDGET SECTION

BUDGET SECTION CHECKLIST

An LEA must submit the requirements listed on the budget checklist for the LEA and for **each** Tier I and Tier II school to be served. The budget pages should be no more than 5 pages for the LEA and 5 pages for each Tier I and Tier II school to be served plus attachments.

| Budget | |
|--|---------------|
| LEA Budget Narrative | Up to 5 pages |
| School Budget Narrative (to be duplicated for each Tier I and Tier II school served) | Up to 5 pages |
| LEA Summary Budget and Justification Pages | Attachment |
| School Summary Budget and Justification Pages | Attachment |

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level 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 (2011-2012, 2012-2013, 2013-2014). The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- Establish an FTE (the percentage 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.
- Provide oversight and monitoring of school implementation of intervention model(s).

SCHOOL BUDGET NARRATIVE

The LEA must provide a budget narrative for each Tier I and Tier II 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 as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served;

- Provide additional training on the chosen intervention model and process aligned to the chosen model for new teachers that join turnaround schools after the start of implementation;

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 2011-2012 school year, an identification of persons responsible for the actions, and a detailed timeline.

LEA SUMMARY BUDGET AND JUSTIFICATION

The LEA must submit a summary budget page and justification pages for the planned district level activities and interventions planned for the Tier III schools to be served for each year of the grant. Budgets submitted for Tier III schools should not be less than the minimum of \$50,000 and should not exceed the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Tier III school.

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

Budgets will be reviewed by the Titles I, II, and VI office for accuracy.

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

The LEA must submit for each Tier I and Tier II 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 FY2011 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 Fiscal Year 2010 School Improvement Grants.

Budgets submitted for Tier I and Tier II schools should not be less than the minimum of \$50,000 and should not exceed the maximum of \$2,000,000 allowable per year over the period of grant availability for each identified Tier I and Tier II schools.

PRE-IMPLEMENTATION BUDGET

The LEA must also provide a budget narrative for each of the Tier I or Tier II 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 Fiscal Year 2010 School Improvement Grants.

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

LEA SECTION

| | |
|--------------------------|------------------------------|
| Legal Name of Applicant: | Applicant's Mailing Address: |
|--------------------------|------------------------------|

| | |
|---|--|
| Local Educational Agency Contact for the School Improvement Grant | |
| Name: | |
| Position and Office: | |
| Contact's Mailing Address: | |
| Telephone: | |
| Fax: | |
| Email address: | |

| | |
|--------------------------------|------------|
| Superintendent (Printed Name): | Telephone: |
|--------------------------------|------------|

| | |
|--|-------|
| Signature of the Superintendent X _____ | Date: |
|--|-------|

The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives as result of this application.

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. Grantees will fully and effectively 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. Grantees will establish three-year goals for student achievement on the State's academic assessments in reading/language arts, mathematics, and graduation rate, if applicable.
- C. Grantees will include in any contract with a CMO, EMO, or charter organization, accountability for complying with the final requirements of the School Improvement Grant 1003(g).
- D. 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;
 - 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. Distribution of teachers by experience and student achievement; and
 - j. Teacher attendance rate.
- E. Grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
 - a. Establish an FTE (percentage of FTE will be contingent on 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;
 - b. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - c. Provide at least five (5) days of site-based training as well as a five (5) day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and

- d. Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.
- F. Grantees must utilize the technical assistance of the SEA provided School Support Team and Educational Leadership Coaching, as applicable.
- G. Grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, What Works in Schools: Phases I and II, data reviews, and 1003(g) Implementation Meetings.
- H. Grantees must ensure that any Tier I or Tier II 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. 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.
- J. Grantees receiving a waiver allowing Tier I and Tier II schools to “start over” in the school improvement timeline will begin the new timeline in the first year of implementation of the selected intervention model.

Signature of Superintendent

Date

WAIVERS

Indicate in the box below the waivers for which the LEA is applying and the Tier I and Tier II schools that will implement the waiver.

| |
|--|
| <input type="checkbox"/> Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014. Identify the schools that will implement the waiver: <i>Start typing here.</i> |
| <input type="checkbox"/> Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Identify the schools that will implement the waiver: <i>Start typing here.</i> |
| <input type="checkbox"/> 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 or Tier II Title I participating school that does not meet the poverty threshold. Identify the schools that will implement the waiver: <i>Start typing here.</i> |

SCHOOLS TO BE SERVED

In the chart below, indicate the schools the LEA will serve by completing the table below. For Tier I and Tier II schools, identify the Intervention Model Selected for each school.

Note: An LEA with nine or more Tier I or Tier II schools, including both schools that are being served with FY2009 SIG funds and schools that are eligible to receive FY2009 SIG funds, may not implement the transformation model in more than 50 percent of those schools.

Schools Served With FY2009 SIG funds:

| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION MODEL | | | |
|-------------|-----------|--------|---------|----------|--------------------|---------|----------------|----------------|
| | | | | | Turnaround | Restart | School Closure | Transformation |
| | | | | | | | | |
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Schools Eligible for FY2010 SIG Funds: add more rows as needed.

| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION MODEL | | | | |
|-------------|-----------|--------|---------|----------|--------------------|---------|----------------|----------------|--------------------|
| | | | | | Turnaround | Restart | School Closure | Transformation | Will Not be Served |
| | | | | | | | | | |
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Complete the table below if the LEA has elected **not** to serve one or more of the eligible Tier I or Tier II schools. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.

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

LEA CAPACITY

In the chart below, address the LEA’s capacity in regards to the required indicators. Be specific and detailed in the narrative, providing evidence the LEA has the capacity to fully and effectively implement the selected intervention model.

| Indicators | LEA Narrative |
|---|---------------|
| <ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/position for providing leadership for each requirement of the intervention has been determined. | |
| <ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. | |
| <ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding turnaround leader competencies can be found on the Public Impact Web site at www.publicimpact.com. | |
| <ul style="list-style-type: none"> The ability of the LEA to serve the identified Tier I and Tier II schools has been addressed. | |
| <ul style="list-style-type: none"> The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. For information about turnaround leaders see http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf | |
| <ul style="list-style-type: none"> The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. | |

| | |
|--|--|
| <ul style="list-style-type: none"> • The LEA has developed three-year budgets that directly align to the activities and strategies stated in the plan. | |
| <ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. | |
| <ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Tier I and Tier II school to be served. | |
| <ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. | |
| <ul style="list-style-type: none"> • The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress. | |
| <ul style="list-style-type: none"> • The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss progress of schools. Turnaround Office(r)s are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of Oklahoma's Nine Essential Elements. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. | |
| <ul style="list-style-type: none"> • The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. | |
| <ul style="list-style-type: none"> • The LEA has completed a self assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Tier I, Tier II, and Tier III schools. | |
| <ul style="list-style-type: none"> • The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. | |
| <ul style="list-style-type: none"> • The LEA completes the grant application within the timelines set forth in the application. | |
| <i>Only For LEAs implementing School Closure</i> | |
| <ul style="list-style-type: none"> • The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. | |

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

1. Notify the LEA of the SEA's decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.

2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Tier I and Tier II 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 Tier I and Tier II 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 II, Part D | |
| Title III, Part A | |
| Other Federal Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| State Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| Local Resources <ul style="list-style-type: none"> • <i>List here.</i> | |

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

Start typing here.

LEA SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The LEA has in place a strategic planning process utilizing Oklahoma’s WISE planning and coaching tool;
- The LEA has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A schoolwide/school improvement plan includes goals and action steps that will sustain reform efforts.

Start typing here.

LEA APPLICATION FOR TIER III SCHOOLS

In the space below, provide a narrative describing 1) the Tier III schools to be served, 2) the needs assessment process conducted at each of the Tier III schools and the interventions the LEA plans to implement in each Tier III school.

Start typing here.

Duplicate and complete the chart provided for each Tier III school to be served. List the SMART Goals established for the school, the action plan for the goal, and the timeline for implementation.

| Tier III School Action Plan: <i>Insert School Name Here</i> |
|--|
| SMART Goals: |
| 2011-2012 – |
| 2012-2013 – |

| | |
|------------------|-----------------------------|
| 2013-2014 – | |
| Action Plan | Timeline for Implementation |
| | |
| Resources Needed | |
| | |

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

SCHOOL SECTION

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

| | |
|---|--|
| School Name: Address: | SIG Site Contact: Name & Position: Phone#: Email Address: |
| Grade levels enrolled (SY10-11): | Number of Students Enrolled (SY10-11): |

| | |
|--|---|
| Tier Level Tier I _____ Tier II _____ Tier III _____ | Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School |
| School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation | Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart _____ Transformation |
| Waiver Request: _____ Requested for this School _____ Not Requested for this School | Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years. |
| | Year 1: SY 2011-12 |
| | Year 2: SY 2012-13 |
| | Year 3: SY 2013-14 |
| | 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 school improvement models in its Tier I and Tier II schools.

Start typing here.

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

| Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards) | Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes) | Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education) |
|--|--|---|
| | | |
| | | |
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Complete the chart below by providing a list of the stakeholders involved in the needs assessment process.

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

Start typing here.

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

| Areas to be considered as part of the comprehensive needs assessment. | Summary of analysis of each of the areas considered as part of the comprehensive needs assessment. |
|--|--|
| School Profile: Includes student and staff data. | |
| Curriculum: Includes academic expectations, alignment to 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 and including 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 three-year SMART Goals 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 2011-2012: |
| Goal for 2012-2013: |
| Goal for 2013-2014: |
| Rationale: |

| |
|-------------------------|
| SMART Mathematics Goals |
| Goal for 2011-2012: |
| Goal for 2012-2013: |

| |
|---------------------|
| Goal for 2013-2014: |
| Rationale: |

| |
|------------------------------------|
| SMART Graduation Rate Goals |
| Goal for 2011-2012: |
| Goal for 2012-2013: |
| Goal for 2013-2014: |
| 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 II, Part D | |
| Title III, Part A | |
| Other Federal Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| State Resources <ul style="list-style-type: none"> • <i>List here.</i> | |
| Local Resources <ul style="list-style-type: none"> • <i>List here.</i> | |

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

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

SCHOOL SUSTAINABILITY EFFORTS

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

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions;
- The school has in place a strategic planning process utilizing Oklahoma’s WISE planning and coaching tool;

- The school has a system of formative and summative data collection in place;
- Other funding sources have been secured or are being actively sought to enable the school to continue the initiatives; and
- The Title I, Part A schoolwide/school improvement 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 Tier I and Tier II school, complete a **three-year** action plan 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: | | Tier: | |
|---|--|------------------------------------|---|
| 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: | | Tier: | |
|--|--|-----------------------------|--|
| 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: | | Tier: | |
|--|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Transformation Model (LEA must implement actions 1-11) | | | |
| 1. Replace the principal who led the school prior to commencement of the transformation model. | | | |
| 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and b. Are designed and developed with teacher and principal involvement. | | | |

| Name of School: | | Tier: | |
|---|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | | | |
| 4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | | |

| Name of School: | | Tier: | |
|--|--|------------------------------------|---|
| 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: | | Tier: | |
|---|--|------------------------------------|---|
| 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: | | Tier: | |
|---|--|------------------------------------|---|
| 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 Tier I or Tier II 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: | | Tier: | |
|---|--|------------------------------------|---|
| 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 Tier I or Tier II 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) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

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 will meet the additional Oklahoma requirement listed below:

- The LEA will establish an FTE (percentage of FTE will be contingent on 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.

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 each year* of the grant for the LEA activities including those proposed for Tier III schools;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Tier I and Tier II schools for each 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

Provide in the space below, a budget narrative for **each** Tier I and Tier II school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional 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 as well as a five (5) day teacher academy or institute for each teacher in Tier I and Tier II school to be served;
- Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.

Start typing here.

In the space below, provide a budget narrative for each of the Tier I or Tier II 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 Fiscal Year 2010 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 Tier I and Tier II school to be served.
- 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

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, 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:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(c) Tier III schools: A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school. An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among these schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) 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;

(ii) Using 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;

(iii) 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;

(iv) 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;

(v) 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;

(vi) 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;

(vii) 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;

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

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) 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).

(b) 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.

(c) 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.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

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

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

(1) 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

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

(C) 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;

(D) 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

(E) 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.

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

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

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

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

(2) Comprehensive instructional reform strategies.

(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.

(3) 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.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

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

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

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

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

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

3. Definitions.

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

organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in

reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) 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--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- (vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II 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.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to “start over” in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to enable an LEA to use school improvement funds to serve a Tier II secondary school.

5. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

6. If an SEA does not seek a waiver under section I.B.2, 3, 4, or 5, an LEA may seek a waiver.

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

Lessons Learned: Choosing a School Turnaround Provider from Education Northwest
http://educatonnorthwest.org/webfm_send/1032

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.centerforsri.org/index.php?option=com_frontpage&Itemid=1

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

Doing What Works – School Improvement
http://dww.ed.gov/priority_area/priority_landing.cfm?PA_ID=11

National High School Center
<http://betterhighschools.org>

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

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

APPENDIX C

RUBRIC FOR APPLICATION REVIEW

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

LEA Capacity

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

LEA Procedures/Polices for External Providers

| Level I | Level II | Level III |
|--|--|--|
| <ul style="list-style-type: none"> The LEA has not fully developed a written procedure/policy for recruiting and selecting external providers or no procedure/policy exists | <ul style="list-style-type: none"> The LEA has a written procedure/policy for recruiting and selecting external providers, but the policy is too general. | <ul style="list-style-type: none"> The LEA has fully developed a clear and specific written procedure/policy for recruiting and selecting external providers. |

| Level I | Level II | Level III |
|--|--|---|
| <ul style="list-style-type: none"> The provider has not fully met the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement. | <ul style="list-style-type: none"> The provider has met some of the above listed criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement. | <ul style="list-style-type: none"> The LEA has fully met all of the above criteria including history of success, alignment with LEA initiatives, capacity to serve, and providing data-based evidence of success in improving achievement. |

LEA Integration of Services

| Level I | Level II | Level III |
|--|--|---|
| <ul style="list-style-type: none"> The LEA has integrated few or no resources to support the selected intervention model. | <ul style="list-style-type: none"> The LEA has integrated limited resources to support the selected intervention model. | <ul style="list-style-type: none"> The LEA has fully integrated multiple resources to support the selected intervention model. |

LEA Modification of Policies and Procedures

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

LEA Sustainability

| Level I | Level II | Level III |
|--|---|--|
| <ul style="list-style-type: none"> The LEA has addressed few or none of the indicators of sustainability. | <ul style="list-style-type: none"> The LEA has addressed most of the indicators of sustainability. | <ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the indicators of sustainability. |

LEA Application for Tier III Schools

| Level I | Level II | Level III |
|--|--|---|
| <ul style="list-style-type: none"> The LEA has addressed few or none of the requirements of the Tier III application. | <ul style="list-style-type: none"> The LEA has addressed most of the Tier III application requirements. | <ul style="list-style-type: none"> The LEA has fully and thoughtfully addressed all the Tier III application requirements. |

School Needs Assessment and Identification of Intervention Model

| Level I | Level II | Level III |
|---|---|---|
| <ul style="list-style-type: none"> Data sources used in analysis or summary of analysis is nonexistent or minimal. Needs assessment provided by external evaluator was not considered. (If applicable.) | <ul style="list-style-type: none"> Few data sources were used in analysis or analysis is lacking. Needs assessment provided by external evaluator was minimally integrated into the overall data analysis. (If applicable.) | <ul style="list-style-type: none"> Multiple data sources were used and have been summarized into a meaningful analysis. Needs assessment provided by external evaluator was fully and thoughtfully implemented into the |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> The identified model is not supported by the data analysis or needs assessment or is minimally supported. | <ul style="list-style-type: none"> The identified model is partially supported by the data analysis and needs assessment. | <p>overall data analysis. (If applicable.)</p> <ul style="list-style-type: none"> The identified model is fully supported by the data analysis and needs assessment. |
|---|--|---|

School SMART Goals

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

School Integration of Services

| Level I | Level II | Level III |
|---|---|--|
| <ul style="list-style-type: none"> The school has integrated few or no resources to support the selected intervention model. | <ul style="list-style-type: none"> The school has integrated limited resources to support the selected intervention model. | <ul style="list-style-type: none"> The school has fully integrated multiple resources to support the selected intervention model. |

School Modification of Policies and Procedures

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

School Sustainability

| Level I | Level II | Level III |
|---|--|---|
| <ul style="list-style-type: none"> The school has addressed few or none of the indicators of sustainability. | <ul style="list-style-type: none"> The school has addressed most of the indicators of sustainability. | <ul style="list-style-type: none"> The school has fully and thoughtfully addressed all the indicators of sustainability. |

School Action Plan for Pre-Implementation

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

School Action Plan for Intervention Model

| Level I | Level II | Level III |
|--|--|---|
| <ul style="list-style-type: none"> The Action Plan is not complete or does not provide adequate information regarding the intervention model. | <ul style="list-style-type: none"> The Action Plan adequately addresses most of the requirements of the intervention model. | <ul style="list-style-type: none"> The Action Plan fully addresses all the requirements of the intervention model. |

LEA/School Budget Summary*

| Level I | Level II | Level III |
|---|---|---|
| <ul style="list-style-type: none"> Few or none of the required budget criteria are adequately addressed. Few or none of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has not sufficiently funded the required components of the chosen intervention model. | <ul style="list-style-type: none"> Most of the required budget criteria have been adequately addressed. Most of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has sufficiently funded most of the required components of the chosen intervention model considering the needs assessment and the LEA's ability to align other resources. | <ul style="list-style-type: none"> All required budget criteria have been adequately addressed. All of the additional grant requirements have been addressed in the narrative and included in the budget worksheet. The LEA has sufficiently 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 Tier I and Tier II schools will be reviewed by the Title I Office for accuracy.*

LEA Budget and Tier III Schools School Improvement Grant 1003(g)

General Instructions

Please be sure to save this Excel spreadsheet to your computer before you begin entering information.

For more information regarding the LEA Level Budget, please refer to the LEA Application Instructions in the LEA School Improvement Grant Application

The LEA must complete the budget pages and attach them to the LEA Application for School Improvement Grant Funds. LEAs are required to submit a summary budget page for each year of the grant for the total of funds requested by all Tier I, Tier II, and Tier III schools, and a justification page for funds requested for Tier III schools. An LEA must also submit a summary budget page totaling all funds requested for the Tier I, Tier II, and Tier III schools' budgets for the duration of the grant. Separate budget workbooks will be provided for each Tier I and Tier II school.

Click on the tabs below to get to each page of the application. Some cells have help comments included. The cells with comments are identified with a red triangle in the top right corner of the cell. To see a comment just place the cursor over the cell and it will pop up. Pages included are:

Cover Page - Please complete with all data requested for accurate processing of the district's application.

LEA Total Summary Budget 11-14- The amounts recorded on the Total Summary Budget page are the totals of all Summary Budget Pages for all Tier I, Tier II, and Tier III schools to be served for fiscal years 2011-2014. This page will reflect the entire amount requested by the LEA for the duration of the grant.

LEA Total Summary Budget 11 PI - The amounts recorded on the LEA Total Summary Budget 11 PI are the totals of all FY2011 Summary Budget Pages for the Tier I, Tier II, and Tier III that requested to use part of first year funds for pre-implementation activities.

Justification Page-Tier III FY2011 PI- The Justification Page Tier III FY2011 PI should include a description of all pre-implementation activities planned for the Tier III schools prior to June 30, 2011. If an LEA is not serving Tier III schools or if Tier III schools will not be using a portion of the first year allocation for pre-implementation activities in FY2011, this page will be left blank.

LEA Summary Budget FY2012, 2013, 2014- The LEA Summary Budget Page should include totals of all fund requested by Tier I and Tier II schools for the fiscal year and all school improvement activities planned for eligible Tier III schools.

Justification Page Tier III FY 2012 PI - The Justification Page Tier III FY2012 PI should include a description of all pre-implementation activities planned for eligible Tier III schools. If an LEA is not serving Tier III schools or if Tier III schools will not be using a portion of the first year allocation for pre-implementation between July 1, 2011 and the first day of the 2011-2012 school year, this page will be left blank.

Justification Page-Tier III FY2012, 2013, 2014- The Tier III Justification Budget Pages should include a description of all school improvement activities planned for eligible Tier III schools. If an LEA is not serving Tier III schools, this page will be left blank.

Proposed Title IA Personnel - THIS PAGE IS REQUIRED TO BE COMPLETED BY ALL LEAS HIRING PERSONNEL TO SUPPORT EFFORTS IN ELIGIBLE TIER III SCHOOLS. List any employee at a Tier III school to be paid in part or in full with 1003(g) funds. List job title for each funded position (one time) and provide a job description for each job title.

LEA Budget
Includes Activities at Eligible Tier III Schools
School Improvement Grant 1003(g)



| | | | |
|----------------------------|----------------------|----------------------|----------------|
| District | | County | |
| | Name | Code | Name |
| Address | Mailing Address | | City |
| | | | Zip (9-digit) |
| Phone | Fax | | |
| | Area Code and Number | Area Code and Number | |
| Application Contact | Type or Print Name | | School Phone |
| | E-mail Address | | Summer Phone |
| School SIG Contact | Type or Print Name | Telephone | E-mail Address |
| Superintendent | Type or Print Name | | E-mail Address |

Submission Guidelines:



Before proceeding:

- * Has the district engaged in comprehensive planning at all Tier III schools to ensure effective implementation/integration of selected school improvement activities?
- * Have the appropriate groups participated in consultation and planning?
- * Has the LEA planned and budgeted for the required LEA activities including establishing a Turnaround Office or Officer(s) and providing oversight and monitoring of the implementation of the selected intervention models at all Tier I and Tier II schools to be served?

| | |
|--|------|
| To be completed by the Oklahoma State Department of Education | |
| Authorized SDE Staff | Date |

Oklahoma State Department of Education

FY2011-2014

Title I Part A School Improvement Grant 1003(g)

Total LEA Summary Budget for all LEA Activities and Funds Requested for Tier I and Tier II Schools

Project Code: **519**

Total Requested \$ _____

District: _____
Name Code

County: _____
Name Code

| Object | Function | Instruction | Guidance Services | Improvement of Instruction | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals | |
|------------------|-----------------------|-------------|-------------------|----------------------------|------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|------|
| | | 1000 | 2120 | 2210 | 2210 | | | | | | | | 2190 |
| 100 | Salaries | | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | | |

TOTAL BUDGET

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education

FY2012-2014

Title I Part A School Improvement Grant 1003(g)

Total LEA Summary Budget for all LEA Activities and Funds Requested for Tier I and Tier II Schools

Project Code: **537**

Total Requested \$ _____

District: _____
Name Code

County: _____
Name Code

| Object | Function | Instruction | Guidance Services | Improvement of Instruction | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals | |
|------------------|-----------------------|-------------|-------------------|----------------------------|------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|------|
| | | 1000 | 2120 | 2210 | 2210 | | | | | | | | 2190 |
| 100 | Salaries | | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | | |

TOTAL BUDGET

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2012 for Tier III schools

Project Code: 519 District: _____

Name

County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|----------|--------|---|------------------|-----|-------------------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| | | | | | Site Total | |

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2012 - Pre-Implementation Activities for Tier III schools

Project

Code: **519**

District: _____

Name

County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | Subtotals |
|-------------------|--------|---|-----------|
| 1000 | 100 | Name | |
| | | Position & Grade | |
| 1000 | 200 | Benefits | |
| 1000 | 300 | Professional Services | |
| 1000 | 600 | Itemize all projected purchases for Materials | |
| 2213 | 100 | Itemize Staff Training | |
| | | List any additional codes & explanations here | |
| Site Total | | | |

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2012 for Tier III schools

Project Code: **519** District: _____

Name

County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|----------|--------|---|------------------|-----|-------------------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| | | | | | Site Total | |

Title I Part A School Improvement Grant 1003(g)
LEA Budget Justification FY2013 for Tier III Schools

Project Code: 519 District _____

Name _____

County/District Code _____

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|-------------------|--------|---|------------------|-----|--------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| Site Total | | | | | | |

Title I Part A School Improvement Grant 1003(g)
LEA Justification Page SY2013-2014 For Tier III Schools

Project Code: **519** District: _____

Name

County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|----------|--------|---|------------------|-----|-------------------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| | | | | | Site Total | |

Proposed 1003(g) Personnel - Tier III Schools

List any LEA employee to be **paid in part or in full (salary only) with 1003(g) funds**. Provide ALL information requested below. For positions that will not be filled until a later date, enter “TBF” in the first column. (Use additional pages as needed.) As positions are filled, an updated Personnel Page(s) must be submitted to the SDE Federal Programs office for verification. All personnel MUST be highly qualified.

Duplicate pages as needed.

| Name | Job Code | Subject Code | Site Code | Grade Level | OCAS Function/Object | | 1003(g) Salary | | Other Salary Amounts | Total Salary |
|----------------|------------|--------------|------------|-------------|----------------------|------------|----------------|--------------------|----------------------|--------------------|
| | | | | | FTE | Salary | | | | |
| <i>Example</i> | <i>210</i> | <i>1139</i> | <i>105</i> | <i>K-4</i> | <i>1000</i> | <i>100</i> | <i>0.50</i> | <i>\$18,230.00</i> | <i>\$18,230.00</i> | <i>\$36,460.00</i> |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |

Job Description(s) for Title IA Funded Personnel

Provide rationale as to Title I services being provided under each job title.

| | |
|-----------------------------|-----------------------|
| Job Title: | Enter Job Title here. |
| Enter job description here. | |
| Job Title: | |
| | |
| Job Title: | |
| | |
| Job Title: | |
| | |

SCHOOLS SERVED WITH FY 2009 FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|------------------|--------------|----------------------|-----------------|--------|---------|----------|-----------|----------------|
| Tulsa PS | 4030240 | Gilcrease MS | 403024002280 | X | | | | |
| Crutcho PS | 4009150 | Crutcho ES | 400915000386 | X | | | | |
| Oklahoma City PS | 4022770 | Douglass MS | 402277002354 | X | | | | |
| Tulsa PS | 4030240 | Clinton MS | 403024001601 | X | | | | |
| Oklahoma City PS | 4022770 | F.D. Moon Academy ES | 402277001126 | X | | | | |
| Oklahoma City PS | 4022770 | U.S. Grant HS | 402277001139 | X | | | X | |
| Tulsa PS | 4030240 | East Central HS | 403024001607 | X | | | X | |
| Tulsa PS | 4030240 | Nathan Hale HS | 403024001653 | X | | | X | |
| Tulsa PS | 4030240 | Will Rogers HS | 403024001679 | X | | | X | |
| Tulsa PS | 4030240 | Central HS | 403024001596 | X | | | X | |

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|-----------------|--------------|------------------------|-----------------|--------|---------|----------|-----------|----------------|
| Greasy | 4021870 | Greasy PS | 402187001091 | x | | | | |
| STILWELL | 4028710 | STILWELL HS | 402871001512 | | x | | | |
| ANADARKO | 4003000 | ANADARKO HS | 400300000050 | | x | | | |
| El Reno | 4010650 | Lincoln ES | 401065000488 | | | x | | |
| El Reno | 4010650 | Etta Dale JHS | 401065000485 | | | x | | |
| Ardmore | 4003180 | Ardmore MS | 400318029636 | | | x | | |
| Grant | 4013320 | Grant PS | 401332002116 | | | x | | |
| Noble | 4021630 | Curtis Inge MS | 402163002370 | | | x | | |
| Lawton | 4017250 | Pat Henry ES | 401725001975 | | | x | | |
| Clinton | 4008070 | Southwest ES | 400807000337 | | | x | | |
| Jay | 4015690 | Jay MS | 401569000737 | | | x | | |
| COLCORD | 4008250 | COLCORD HS | 400825029663 | | x | | | |
| MAYSVILLE | 4019380 | MAYSVILLE HS | 401938029669 | | x | | | |
| Stigler | 4028650 | Stigler MS | 402865001504 | | | x | | |
| RINGLING | 4025860 | RINGLING HS | 402586001373 | | x | | | |
| Ponca City | 4024690 | Ponca City East MS | 402469002288 | | | x | | |
| Purcell | 4025230 | Purcell Intermediate | 402523002344 | | | x | | |
| Idabel | 4015370 | Central ES | 401537000721 | | | x | | |
| Valliant | 4030870 | Valliant ES | 403087001710 | | | x | | |
| Broken Bow | 4005520 | Bennett ES | 400552000208 | | | x | | |
| Muskogee | 4020970 | 7th & 8th Grade Center | 402097000599 | | | x | | |
| Porum | 4024840 | Porum ES | 402484001306 | | | x | | |
| Okemah | 4006850 | Okemah MS | 400685001901 | | | x | | |
| Harrah | 4013890 | Russell Babb ES | 401389000654 | | | x | | |
| Harrah | 4013890 | Clara Reynolds ES | 401389001916 | | | x | | |
| Millwood | 4020080 | Millwood ES | 402008000981 | | | x | | |
| MILLWOOD | 4020080 | MILLWOOD HS | 402008002068 | | x | | | |
| Western Heights | 4032370 | Council Grove ES | 403237001789 | | | x | | |
| Western Heights | 4032370 | Winds West ES | 403237029719 | | | x | | |
| Crooked Oak | 4009060 | Central Oak ES | 400906000380 | | | x | | |

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---------------|--------------|-------------------------------|-----------------|--------|---------|----------|-----------|----------------|
| Crooked Oak | 4009060 | Crooked Oak MS | 400906000382 | | | x | | |
| CROOKED OAK | 4009060 | CROOKED OAK HS | 400906000381 | | x | | | |
| Oklahoma City | 4022770 | Arthur ES | 402277001114 | | | x | | |
| Oklahoma City | 4022770 | Bodine ES | 402277001115 | | | x | | |
| Oklahoma City | 4022770 | Coolidge ES | 402277001125 | | | x | | |
| Oklahoma City | 4022770 | Emerson Alternative ES | 402277002325 | | | x | | |
| Oklahoma City | 4022770 | Shidler ES | 402277001186 | | | x | | |
| Oklahoma City | 4022770 | Willow Brook ES | 402277001207 | | | x | | |
| Oklahoma City | 4022770 | Jackson MS | 402277001149 | | | x | | |
| Oklahoma City | 4022770 | Jefferson MS | 402277001150 | | | x | | |
| Oklahoma City | 4022770 | Rogers MS | 402277001182 | | | x | | |
| Oklahoma City | 4022770 | Roosevelt MS | 402277001183 | | | x | | |
| Oklahoma City | 4022770 | Taft MS | 402277001196 | | | x | | |
| Oklahoma City | 4022770 | Webster MS | 402277001202 | | | x | | |
| Oklahoma City | 4022770 | Oklahoma Centennial MS | 402277002405 | x | | | | |
| OKLAHOMA CITY | 4022770 | CAPITOL HILL HS | 402277001119 | | x | | | |
| OKLAHOMA CITY | 4022770 | DOUGLASS HS | 402277001130 | | x | | | |
| OKLAHOMA CITY | 4022770 | EMERSON ALTERNATIVE ED. (HS) | 402277001928 | x | | | x | |
| OKLAHOMA CITY | 4022770 | OKLAHOMA CENTENNIAL HS | 402277002397 | | x | | | |
| OKLAHOMA CITY | 4022770 | STAR SPENCER HS | 402277001192 | | x | | | |
| OKLAHOMA CITY | 4022770 | JUSTICE A.W. SEEWORTH ACADEMY | 402277002306 | | x | | x | |
| Oklahoma City | 4022770 | Santa Fe South MS | 402277002405 | | | x | | |
| Okmulgee | 4022800 | Okmulgee ES | 402280001211 | | | x | | |
| OKMULGEE | 4022800 | OKMULGEE HS | 402280001212 | | x | | | |
| Commerce | 4008490 | Alexander ES | 400849000358 | | | x | | |
| Commerce | 4008490 | Commerce MS | 400849000360 | | | x | | |
| Pawnee | 4023610 | Pawnee ES | 402361001254 | | | x | | |
| HAILEYVILLE | 4013620 | HAILEYVILLE HS | 401632000645 | | x | | | |
| Ada | 4002430 | Washington ES | 400243000007 | | | x | | |
| Bethel | 4004230 | Bethel ES | 400423000132 | | | x | | |

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|---------------|--------------|-------------------------------|-----------------|--------|---------|----------|-----------|----------------|
| Chelsea | 4007380 | McIntosh ES | 400738000295 | | | x | | |
| Chelsea | 4007380 | Art Goad Intermediate ES | 400738001913 | | | x | | |
| Butner | 4006000 | Butner ES | 400600000227 | | | x | | |
| Duncan | 4010290 | Woodrow Wilson ES | 401029000455 | | | x | | |
| Tulsa | 4030240 | Academy Central ES | 403024029854 | | | x | | |
| Tulsa | 4030240 | Alcott ES | 403024001580 | | | x | | |
| Tulsa | 4030240 | Houston ES | 403024001627 | x | | | | |
| Tulsa | 4030240 | Kendall-Whittier ES | 403024002249 | | | x | | |
| Tulsa | 4030240 | Key ES | 403024029783 | | | x | | |
| Tulsa | 4030240 | Lindbergh ES | 403024029786 | | | x | | |
| Tulsa | 4030240 | MacArthur ES | 403024029787 | | | x | | |
| Tulsa | 4030240 | McClure ES | 403024029789 | | | x | | |
| Tulsa | 4030240 | McKinley ES | 403024029790 | | | x | | |
| Tulsa | 4030240 | Roosevelt ES | 403024001667 | | | x | | |
| Tulsa | 4030240 | Sequoyah ES | 403024029796 | | | x | | |
| Tulsa | 4030240 | Whitman ES | 403024001676 | x | | | | |
| Tulsa | 4030240 | Byrd MS | 403024001591 | | | x | | |
| Tulsa | 4030240 | Cleveland MS | 403024001600 | x | | | | |
| Tulsa | 4030240 | Lewis and Clark MS | 403024001636 | | | x | | |
| Tulsa | 4030240 | Madison MS | 403024001643 | | | x | | |
| Tulsa | 4030240 | Nimitz MS | 403024001654 | | | x | | |
| Tulsa | 4030240 | Whitney MS | 403024001677 | | | x | | |
| Tulsa | 4030240 | Tulsa Met/Franklin | 403024002662 | | | x | | |
| TULSA | 4030240 | MCLAIN HS FOR SCI./TECHNOLOGY | 403024001649 | | x | | | |
| TULSA | 4030240 | DANIEL WEBSTER HS | 403024001675 | | x | | | |
| TULSA | 4030240 | TULSA MET./LOMBARD | 403024002664 | | x | | | |
| Jenks | 4015720 | Jenks East ES | 401572001878 | | | x | | |
| Union | 4030600 | Briarglen ES | 403060001701 | | | x | | |
| Okay | 4022620 | Okay HS | 402262001107 | | x | | | |
| BOYNTON-MOTON | 4005190 | BOYNTON-MOTON HS | 400519000183 | | | x | | |

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|-------------------|--------------|----------------------|-----------------|--------|---------|----------|-----------|----------------|
| TULSA | 4030240 | TRAICE | 403024002663 | | | x | | |
| SASAKWA | 4026940 | SASAKWA HS | 402694001427 | | | x | | |
| WYNONA | 4033330 | WYNONA HS | 403333001837 | | | x | | |
| SOUTH COFFEYVILLE | 4026640 | SOUTH COFFEYVILLE HS | 402664001860 | | | x | | |
| INDIANOLA | 4015450 | INDIANOLA HS | 401545029746 | | | x | | |
| DEWAR | 4009780 | DEWAR HS | 400978029725 | | | x | | |
| BILLINGS | 4004360 | BILLINGS HS | 400436000141 | | | x | | |
| CAVE SPRINGS | 4006930 | CAVE SPRINGS HS | 400693000275 | | | x | | |
| KEOTA | 4016350 | KEOTA HS | 401635000758 | | | x | | |
| WETUMKA | 4032430 | WETUMKA HS | 403243001797 | | | x | | |
| OAKS-MISSION | 4022410 | OAKS-MISSION HS | 402241001100 | | | x | | |
| WANETTE | 4031500 | WANETTE HS | 403150001745 | | | x | | |
| MAUD | 4019290 | MAUD HS | 401929000912 | | | x | | |
| BRAGGS | 4005280 | BRAGGS HS | 400528000186 | | | x | | |
| DUSTIN | 4010410 | DUSTIN HS | 401041000463 | | | x | | |
| DOVER | 4010050 | DOVER HS | 401005000437 | | | x | | |
| CLAYTON | 4007800 | CLAYTON HS | 400780000328 | | | x | | |
| TALOGA | 4029430 | TALOGA HS | 402943001550 | | | x | | |
| GRANDFIELD | 4013200 | GRANDFIELD HS | 401320029765 | | | x | | |
| ARKOMA | 4003210 | ARKOMA HS | 400321029694 | | | x | | |
| LE FLORE | 4017280 | LEFLORE HS | 401728000841 | | | x | | |
| SHIDLER | 4027630 | SHIDLER HS | 402763029726 | | | x | | |
| BOKOSHE | 4004950 | BOKOSHE JHS | 400495000422 | | | x | | |
| BUTNER | 4006000 | BUTNER HS | 400600000228 | | | x | | |
| MILL CREEK | 4020040 | MILL CREEK HS | 402004000980 | | | x | | |
| SOPER | 4027960 | SOPER HS | 402796001485 | | | x | | |
| THACKERVILLE | 4029850 | THACKERVILLE HS | 402985001565 | | | x | | |
| CALVIN | 4006270 | CALVIN HS | 400627000244 | | | x | | |
| WAURIKA | 4031980 | WAURIKA HS | 403198001767 | | | x | | |
| CANEY | 4006420 | CANEY HS | 400642029614 | | | x | | |

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS

| LEA NAME | LEA NCES ID# | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
|----------|--------------|-------------|-----------------|--------|---------|----------|-----------|----------------|
| BOKOSHE | 4004950 | BOKOSHE HS | 400495029693 | | | x | | |
| CAMERON | 4006330 | CAMERON HS | 400633000247 | | | x | | |

School Level Budget - Tier I or Tier II School

School Improvement Grant 1003(g)

General Instructions

Please be sure to save this Excel spreadsheet to your computer before you begin entering information.

For more information regarding the School Level Budget, please refer to the LEA Application Instructions in the LEA School Improvement Grant Application

The LEA must complete summary budget and justification pages for each eligible Tier I and Tier II school to be served in each year of the grant. Worksheets may be duplicated as needed. The budget pages must include all proposed expenditures designed to ensure effective implementation of the selected intervention model. In addition, the school level budget for each Tier I and Tier II school must include expenditures that align with the Oklahoma requirements of the grant: **1) Establish an FTE for an LEA-based Turnaround Officer, 2) Provide at least 90 minutes of protected collaboration time per week for each teacher to work in Professional Learning Communities; 3) Provide at least 5 days of site based training and as well as a 5 day teacher academy or institute for each teacher in each Tier I and Tier II school to be served; and 4) Provide additional training on the selected intervention model and process aligned to the selected intervention model for new teachers that join turnaround schools after the start of implementation.**

Click on the tabs below to get to each page of the application. Some cells have help comments included. The cells with comments are identified with a red triangle in the top right corner of the cell. To see a comment just place the cursor over the cell and it will pop up. Pages included are:

Cover Page - Please complete with all data requested for accurate processing of the district's application.

Total Summary Budget - The amounts recorded on the Total Summary Budget page are the totals of all Summary Budget Pages for FY2012-2014.

School Summary Budget - **THIS PAGE IS REQUIRED TO BE COMPLETED FOR THREE FISCAL YEARS***. The School Summary Budget Page should include all school level activities necessary to fully and effectively implement all components of the selected intervention model.

Justification Page-School - **THIS PAGE IS REQUIRED TO BE COMPLETED FOR THREE FISCAL YEARS***. The School Justification Budget Pages should include a description all school level activities necessary to fully and effectively implement all components of the selected intervention model. Worksheets may be duplicated or expanded as needed.

Proposed Title IA Personnel - **THIS PAGE IS REQUIRED TO BE COMPLETED BY ALL TIER I AND TIER II SCHOOLS HIRING PERSONNEL**. List any school level employee to be paid in part or in full with 1003(g) funds. List job title for each funded position (one time) and provide a job description for each job title.

** Budgets for Tier I or Tier II school implementing the school closure model may be lower than the amount required for the other models and would typically cover only one year.*

School Level Budget - Tier I or Tier II School

Pre-Implementation Activities

General Instructions

Please be sure to save this Excel spreadsheet to your computer before you begin entering information.

For more information regarding the LEA and School Level Budgets, please refer to the LEA and School Application Instructions in the LEA School Improvement Grant Application

LEAs requesting to use School Improvement 1003(g) funds for pre-implementation activities are required to submit a Pre-Implementation Budget for FY2011 and FY2012. The FY2011 budget is for activities planned prior to June 30, 2011. The FY2012 budget is for activities planned between July 1, 2011 and the start of the 2011-2012 school year. It is understood that pre-implementation activities may take place in one or both fiscal years. The proposed activities must be itemized on the budget worksheet and will be approved with the LEA application. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

Click on the tabs below to get to each page of the application. Some cells have help comments included. The cells with comments are identified with a red triangle in the top right corner of the cell. To see a comment just place the cursor over the cell and it will pop up. Pages included are:

Summary Budget FY2011 (PI) - The amounts recorded on the Total Summary Budget page are the totals of all Summary Budget Pages for pre-implementation activities for FY2011. This page will reflect the amount of first year funds requested by the Tier I or Tier II school for the pre-implementation activities prior to June 30, 2011. If a school is not requesting to use part of the first year allocation for pre-implementation activities in FY2011, this page will be left blank.

Justification Page FY2011 (PI) - The FY2011 (PI) justification page should include an itemized description of all pre-implementation activities for the Tier I or Tier II school that will take place prior to June 30, 2011. If a school is not requesting to use part of the first year allocation for pre-implementation activities in FY2011, this page will be left blank.

Justification Page-FY2012 (PI) - The FY2012 (PI) Justification Page should include an itemized description of all pre-implementation activities for the Tier I or Tier II school that will take place between July 1, 2011 and the first day of school for the 2011-2012 school year. These amounts will be included with the amounts on the FY2012 Justification Page for SIG implementation activities for the 2011-2012 school year on the FY2012 Summary Budget Page. If a school is not requesting to use part of the first year allocation for pre-implementation activities in FY2012, this page will be left blank.

Please note: The amounts requested for the FY2011 pre-implementation activities, the FY2012 pre-implementation activities, and the FY2012 implementation of the SIG intervention model will all be included as the entire first year allocation of FY2010 SIG funds. The amount requested for all these activities must not exceed the maximum amount allowed by the FY2010 SIG guidelines.

**Site Level Budget
Tier I or Tier II School
School Improvement Grant 1003(g)**

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

| | | | |
|----------------------------|----------------------|---------------|----------------------|
| District | | County | |
| | Name | Code | Name |
| Address | | | Code |
| | Mailing Address | | City |
| Phone | | Fax | Zip (9-digit) |
| | Area Code and Number | | Area Code and Number |
| Application Contact | | | |
| | Type or Print Name | | School Phone |
| | E-mail Address | | Summer Phone |
| School SIG Contact | | | |
| | Type or Print Name | | Telephone |
| | | | E-mail Address |
| Superintendent | | | |
| | Type or Print Name | | E-mail Address |

Submission Guidelines:



Before proceeding:

- * Has the district engaged in comprehensive planning at all Tier I and Tier II schools to ensure effective implementation of the selected intervention model?
- * Have the appropriate groups participated in consultation and planning?
- * Establish an FTE for an LEA-based Turnaround Officer, 2) providing at least 90 minute of protected collaboration time each week for each teacher in Professional Learning Communities, 3) providing at least five days of site based training as well as a five day teacher academy or institute, and 4) providing additional training on the selected intervention model and process aligned to the selected intervention model for new teachers.

| | |
|--|------|
| To be completed by the Oklahoma State Department of Education | |
| Authorized SDE Staff | Date |

Oklahoma State Department of Education

FY2011-2014

Title I Part A School Improvement Grant 1003(g) Tier I or Tier II School Total Summary Budget

Project Code: **519**

Total Requested \$ _____

District: _____
Name Code

County: _____
Name Code

Site: _____ Tier I Tier II

| Object | Function | Instruction | Guidance Services | Improvement of Instruction 2210 | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals |
|---------------------|-----------------------|-------------|-------------------|------------------------------------|------------------------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|
| | | 1000 | 2120 | Curriculum Development 2212 | Staff Training 2213 | 2190 | 2240 | 2570 | | | | |
| 100 | Salaries | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | |
| TOTAL BUDGET | | | | | | | | | | | | |

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Oklahoma State Department of Education

FY2012

Title I Part A School Improvement Grant 1003(g)

Tier I or Tier II School Summary Budget for Pre-Implementation Activities

Please Note: Funds requested for Pre-Implementation Activities in FY2011 are included as part of the first year allocation.

Project Code: **519**

FY2011 Requested \$ _____

District: _____

County: _____

Name

Code

Name

Code

Site: _____ Tier I Tier II

| Object | Function | Instruction | Guidance Services | Improvement of Instruction 2210 | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals |
|---------------------|-----------------------|-------------|-------------------|------------------------------------|------------------------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|
| | | 1000 | 2120 | Curriculum Development 2212 | Staff Training 2213 | 2190 | 2240 | 2570 | | | | |
| 100 | Salaries | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | |
| TOTAL BUDGET | | | | | | | | | | | | |

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Title I Part A School Improvement Grant 1003(g)

Tier I or Tier II Site Level Budget Justification FY2011 - Pre-Implementation Activities (Included as part of first year allocation.)

Project

Code: 519

Site: _____
Name Site Code

District: _____
Name County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | Subtotals | |
|-------------------|--------|---|------------------|-----|-----------|--|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| Site Total | | | | | | |

Oklahoma State Department of Education

FY2012

Title I Part A School Improvement Grant 1003(g)

Tier I or Tier II School Summary Budget

Project Code: **519**

FY2012 Requested \$ _____

District: _____
Name Code

County: _____
Name Code

Site: _____ Tier I Tier II

| Object | Function | Instruction | Guidance Services | Improvement of Instruction 2210 | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals |
|---------------------|-----------------------|-------------|-------------------|------------------------------------|------------------------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|
| | | 1000 | 2120 | Curriculum Development 2212 | Staff Training 2213 | 2190 | 2240 | 2570 | | | | |
| 100 | Salaries | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | |
| TOTAL BUDGET | | | | | | | | | | | | |

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Title I Part A School Improvement Grant 1003(g)

Tier I or Tier II Site Level Budget Justification FY2012 - Pre-Implementation Activities (Included as part of first year allocation.)

Project

Code: 519

Site: _____

District: _____

Name

Site Code

Name

County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | Subtotals |
|-------------------|--------|---|------------------|-----|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary |
| | | | | | |
| 1000 | 200 | Benefits | | | |
| | | | | | |
| 1000 | 300 | Professional Services | | | |
| | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | |
| | | | | | |
| 2213 | 100 | Itemize Staff Training | | | |
| | | | | | |
| | | List any additional codes & explanations here | | | |
| | | | | | |
| Site Total | | | | | |

**Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II Site Level Budget Justification FY2012**

Project
Code: 519

Site: _____
Name Site Code

District: _____
Name County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|----------|--------|---|------------------|-----|-------------------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| | | | | | Site Total | |

Oklahoma State Department of Education

FY2013

Title I Part A School Improvement Grant 1003(g) Tier I or Tier II Summary Budget

Project Code: **519** FY2013 Requested \$ _____ District: _____ County: _____
Name Code Name Code

Site: _____ Tier I Tier II

| Object | Function | Instruction | Guidance Services | Improvement of Instruction | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals |
|---------------------|-----------------------|-------------|-------------------|----------------------------|------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|
| | | 1000 | 2120 | 2210 | 2210 | 2190 | 2240 | 2570 | | | | |
| 100 | Salaries | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | |
| TOTAL BUDGET | | | | | | | | | | | | |

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.

Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.

No reimbursement requests will be processed until after the LEA's budget has been approved.

Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II Site Level Budget Justification FY2013

Project
Code: 519

Site: _____
Name Site Code

District: _____
Name County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | Subtotals |
|-------------------|--------|---|------------------|-----|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary |
| | | | | | |
| 1000 | 200 | Benefits | | | |
| | | | | | |
| 1000 | 300 | Professional Services | | | |
| | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | |
| | | | | | |
| 2213 | 100 | Itemize Staff Training | | | |
| | | | | | |
| | | List any additional codes & explanations here | | | |
| | | | | | |
| Site Total | | | | | |

Oklahoma State Department of Education

FY2014

Title I Part A School Improvement Grant 1003(g)

Tier I or Tier II School Summary Budget

Project Code: **519** FY2014 Requested \$ _____ District: _____ County: _____
Name Code Name Code

Site: _____ Tier I Tier II

| Object | Function | Instruction | Guidance Services | Improvement of Instruction | | Parental Advisory Committee | Academic Student Assessment | Personnel (Staff) Services | | | | Subtotals | |
|---------------------|-----------------------|-------------|-------------------|----------------------------|------|-----------------------------|-----------------------------|----------------------------|--|--|--|-----------|------|
| | | 1000 | 2120 | 2210 | 2210 | | | | | | | | 2190 |
| 100 | Salaries | | | | | | | | | | | | |
| 200 | Benefits | | | | | | | | | | | | |
| 300 | Professional Services | | | | | | | | | | | | |
| 400 | Property Services | | | | | | | | | | | | |
| 500 | Other Services | | | | | | | | | | | | |
| 600 | Materials | | | | | | | | | | | | |
| 700 | Property | | | | | | | | | | | | |
| 800 | Other Objects | | | | | | | | | | | | |
| Subtotals | | | | | | | | | | | | | |
| TOTAL BUDGET | | | | | | | | | | | | | |

Authorized Signature: _____

Date: _____

Special Notes: Federal funds received must supplement and may not supplant state and local funds that, in the absence of federal funds, would be used to support these activities.
Reimbursement for obligations is subject to final approval of the budget. If the LEA expends funds on nonallowable program costs prior to budget approval, the LEA is responsible for covering those costs from other funds.
No reimbursement requests will be processed until after the LEA's budget has been approved.

**Title I Part A School Improvement Grant 1003(g)
Tier I or Tier II Site Level Budget Justification FY2014**

Project
Code: 519

Site: _____
Name Site Code

District: _____
Name County/District Code

Provide the information requested below for each amount budgeted in the OCAS Summary Budget. (Use additional pages as necessary.)

| Function | Object | Expenditure Description and Itemization | | | | Subtotals |
|----------|--------|---|------------------|-----|-------------------|-----------|
| 1000 | 100 | Name | Position & Grade | FTE | Salary | |
| | | | | | | |
| 1000 | 200 | Benefits | | | | |
| | | | | | | |
| 1000 | 300 | Professional Services | | | | |
| | | | | | | |
| 1000 | 600 | Itemize all projected purchases for Materials | | | | |
| | | | | | | |
| 2213 | 100 | Itemize Staff Training | | | | |
| | | | | | | |
| | | List any additional codes & explanations here | | | | |
| | | | | | | |
| | | | | | Site Total | |

Proposed 1003(g) Personnel - Tier I or Tier II School

List any school level employee to be **paid in part or in full (salary only) with 1003(g) funds**. Provide ALL information requested below. For positions that will not be filled until a later date, enter “TBF” in the first column. (Use additional pages as needed.) As positions are filled, an updated Personnel Page(s) must be submitted to the SDE Federal Programs office for verification. All personnel **MUST** be highly qualified.

Duplicate pages as needed.

| Name | Job Code | Subject Code | Site Code | Grade Level | OCAS Function/Object | | 1003(g) Salary | | Other Salary Amounts | Total Salary |
|----------------|------------|--------------|------------|-------------|----------------------|------------|----------------|--------------------|----------------------|--------------------|
| | | | | | | | FTE | Salary | | |
| <i>Example</i> | <i>210</i> | <i>1139</i> | <i>105</i> | <i>K-4</i> | <i>1000</i> | <i>100</i> | <i>0.50</i> | <i>\$18,230.00</i> | <i>\$18,230.00</i> | <i>\$36,460.00</i> |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |
| | | | | | | | | | | \$0.00 |

Job Description(s) for Title IA Funded Personnel

Provide rationale as to Title I services being provided under each job title.

| | |
|-----------------------------|-----------------------|
| Job Title: | Enter Job Title here. |
| Enter job description here. | |
| Job Title: | |
| | |
| Job Title: | |
| | |
| Job Title: | |
| | |

Schools Excluded from Consideration for Tiers I, II, and III of the December 2010 School Improvement Grant 1003(g) Competition

Tier I schools must be Title I schools in school improvement, corrective action, or restructuring. All schools meeting this requirement will be rank ordered based on achievement in reading and mathematics. The five schools determined to be the "lowest-achieving schools" based on this rank order will qualify as Tier I schools for the School Improvement 1003(g) funds. In addition, the Title I schools in school improvement, corrective action, or restructuring that have had a graduation rate below 60% for a number of years will qualify as Tier I schools for the School Improvement 1003(g) funds.

Tier II schools must be high schools that are eligible for, but do not receive, Title I funds or high schools that receive Title I funds and are in the lowest quintile of high schools in the State. All high schools meeting this requirement will be rank ordered based on achievement in reading and mathematics. The 5% of schools determined to be the "lowest-achieving schools" based on this rank order will qualify as Tier II schools for the School Improvement 1003(g) funds. In addition, high school that are eligible for, but do not receive, Title I funds and high schools that receive Title I funds and are in the lowest quintile of high schools in the State that have had a graduation rate below 60% for a number of years will qualify as Tier II schools for the School Improvement 1003(g) funds.

The following schools have been excluded from the rank order and graduation rate determinations, and therefore will not be considered for the definition of "lowest-achieving schools," for the reasons and categories listed.

Excluded due to already being served as a Tier I School through a School Improvement Grant

| <u>County-</u> | | | Excluded From | | |
|------------------|-----------------|-----------------|----------------------|----------------|-------------|
| <u>District-</u> | | | | | |
| <u>Site Code</u> | <u>DISTRICT</u> | <u>SITE</u> | <u>Tier I</u> | <u>Tier II</u> | <u>Grad</u> |
| 72I001539 | TULSA | GILCREASE MS | x | | |
| 55I089712 | OKLAHOMA CITY | U. S. GRANT HS | | x | x |
| 72I001705 | TULSA | CENTRAL HS | | x | x |
| 72I001715 | TULSA | NATHAN HALE HS | | x | x |
| 72I001730 | TULSA | WILL ROGERS HS | | x | x |
| 72I001710 | TULSA | EAST CENTRAL HS | | x | x |

Schools Excluded from Consideration for Tiers I, II, and III of the December 2010 School Improvement Grant 1003(g) Competition

Excluded due to not enough data to apply the definition of "a number of years"

| <u>County-</u> | Excluded From | | | | | |
|------------------|----------------------|--------------------|---------------|----------------|-------------|--|
| <u>District-</u> | | | | | | |
| <u>Site Code</u> | <u>DISTRICT</u> | <u>SITE</u> | <u>Tier I</u> | <u>Tier II</u> | <u>Grad</u> | |
| 72I001587 | TULSA | TULSA MET/FRANKLIN | x | | | |
| 55I089726 | OKLAHOMA CITY | JOHN MARSHALL HS | | | x | |

Excluded due to being identified in an earlier tier or in another category

| <u>County-</u> | Excluded From | | | | | |
|------------------|----------------------|------------------------------|---------------|----------------|-------------|--|
| <u>District-</u> | | | | | | |
| <u>Site Code</u> | <u>DISTRICT</u> | <u>SITE</u> | <u>Tier I</u> | <u>Tier II</u> | <u>Grad</u> | |
| 55I089705 | OKLAHOMA CITY | CAPITOL HILL HS | | | x | |
| 72I001740 | TULSA | DANIEL WEBSTER HS | | | x | |
| 55I089710 | OKLAHOMA CITY | EMERSON ALTERNATIVE ED. (HS) | | x | | |

Excluded due to N-Size (The school had less than 30 Full Academic Year students take the mathematics and/or reading statewide assessments in 2009-2010. This minimum number was determined based on the reliability of scores as approved in Oklahoma's Accountability Workbook.)

| <u>County-</u> | Excluded From | | | | | | <u>Total FAY Tested in 2009-2010</u> | |
|------------------|----------------------|-----------------|---------------|----------------|-------------|-------------|--------------------------------------|--|
| <u>District-</u> | | | | | | | | |
| <u>Site Code</u> | <u>DISTRICT</u> | <u>SITE</u> | <u>Tier I</u> | <u>Tier II</u> | <u>Grad</u> | <u>Math</u> | <u>Reading</u> | |
| 01I030705 | CAVE SPRINGS | CAVE SPRINGS HS | | x | | 34 | 21 | |
| 03I026705 | CANEY | CANEY HS | | x | | 17 | 15 | |
| 12I004705 | SOPER | SOPER HS | | x | | 40 | 22 | |
| 21I005715 | OAKS-MISSION | OAKS-MISSION HS | | x | | 19 | 28 | |
| 22I010705 | TALOGA | TALOGA HS | | x | | 7 | 5 | |
| 31I043705 | KEOTA | KEOTA HS | | x | | 35 | 19 | |
| 32I005705 | WETUMKA | WETUMKA HS | | x | | 29 | 32 | |

Schools Excluded from Consideration for Tiers I, II, and III of the December 2010 School Improvement Grant 1003(g) Competition

| | | | | | | | |
|-----------|-------------------|------------------------|---|---|---|----|----|
| 321009705 | DUSTIN | DUSTIN HS | | x | | 10 | 4 |
| 321048705 | CALVIN | CALVIN HS | | x | | 12 | 9 |
| 341023705 | WAURIKA | WAURIKA HS | | x | | 8 | 29 |
| 351002705 | MILL CREEK | MILL CREEK HS | | x | | 12 | 12 |
| 371002705 | DOVER | DOVER HS | | x | | 27 | 15 |
| 401016705 | LE FLORE | LEFLORE HS | | x | | 21 | 13 |
| 401017705 | CAMERON | CAMERON HS | | x | | 21 | 34 |
| 401026615 | BOKOSHE | BOKOSHE JHS | | x | | 30 | 22 |
| 401026715 | BOKOSHE | BOKOSHE HS | | x | | 12 | 18 |
| 401091715 | ARKOMA | ARKOMA HS | | x | | 15 | 15 |
| 431004705 | THACKERVILLE | THACKERVILLE HS | | x | | 36 | 19 |
| 511004705 | BOYNTON-MOTON | BOYNTON-MOTON HS | | x | | 7 | 9 |
| 511046705 | BRAGGS | BRAGGS HS | | x | | 16 | 15 |
| 521002705 | BILLINGS | BILLINGS HS | | x | | 13 | 5 |
| 531051705 | SOUTH COFFEYVILLE | SOUTH COFFEYVILLE HS | | x | | 27 | 16 |
| 551089210 | OKLAHOMA CITY | EMERSON ALTERNATIVE ES | x | | | 7 | 7 |
| 561008715 | DEWAR | DEWAR HS | | x | | 42 | 29 |
| 571011715 | SHIDLER | SHIDLER HS | | x | | 15 | 15 |
| 571030705 | WYNONA | WYNONA HS | | x | | 15 | 3 |
| 611025715 | INDIANOLA | INDIANOLA HS | | x | | 21 | 22 |
| 631115705 | WANETTE | WANETTE HS | | x | | 9 | 14 |
| 631117705 | MAUD | MAUD HS | | x | | 10 | 7 |
| 641010705 | CLAYTON | CLAYTON HS | | x | | 31 | 24 |
| 671010705 | SASAKWA | SASAKWA HS | | x | | 16 | 23 |
| 671015705 | BUTNER | BUTNER HS | | x | | 13 | 13 |
| 711008705 | TIPTON | EDUCATION UNIT-MANITOU | | | x | 0 | 0 |
| 711249715 | GRANDFIELD | GRANDFIELD HS | | x | | 12 | 16 |
| 721001750 | TULSA | TRAICE | | x | | 7 | 2 |

Videoconference Training Registration for Ardmore Site

Date: Nov 30 Time: 1:30 Facilitator: Melen Thomas

Topic: Committee of Practitioners

Name: Geneva MATHACK

Position: Director Teacher Parent Administrator Other

School Name: ACS e-mail gmathack@ardmore.k12.ok.us

Name: Jill Day

Position: Director Teacher Parent Administrator Other

School Name: ACS Lincoln e-mail jday@ardmore.k12.ok.us

Name: _____

Position: Director Teacher Parent Administrator Other

School Name: _____ e-mail _____

Name: _____

Position: Director Teacher Parent Administrator Other

School Name: _____ e-mail _____

Name: _____

Position: Director Teacher Parent Administrator Other

School Name: _____ e-mail _____

Name: _____

Position: Director Teacher Parent Administrator Other

School Name: _____ e-mail _____

**OKLAHOMA TITLE I VIDEOCONFERENCE NETWORK
BARTLESVILLE SITE
Committee of Practitioners**

1:30 p.m. - 3:30 p.m.

Tuesday, November 30, 2010

Presenter: Cindy Koss, Assistant Superintendent

Office of Standards and Curriculum, OSDE

| | Signature | District |
|----|----------------------|-----------------------|
| 1 | <i>Lois Howard</i> | Bartlesville, ESC/VCC |
| 2 | <i>Tom S. Spivey</i> | Pocahontas City |
| 3 | <i>Judy Green</i> | Bartlesville |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
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Title I Videoconference

TITLE: Committee of Practitioners Meeting

FACILITATOR/CONSULTANT(S):

DATE: 11-30-10 START TIME: 1:30 END TIME: 3:30 BREAKS/LUNCH:

ADMINISTRATOR IN CHARGE: M Freiburger

LOCATION:

Title I Videoconference:
4100 North Flood

Other _____

| PLEASE PRINT | Name/Title/ ID Number | District Name - Site Name | Email Address - Phone # |
|--------------|---|--|--|
| 1) | Name: <u>Shelby Ann Hayne</u> Title: <u>Special Projects Director</u> Norman PDC ID # only: _____ | District: <u>Byrg</u> Site Name: _____ Address: <u>500 S. New Berlin Blvd</u> City: <u>Ada</u> State: <u>OK</u> Zip: <u>74820</u> | Email Address _____ Phone Number <u>580-310-6725</u> Fax Number _____ Certified <input checked="" type="checkbox"/> Non-Certified _____ |
| 2) | Name: _____ Title: _____ Norman PDC ID # only: _____ | District: _____ Site Name: _____ Address: _____ City: _____ State: _____ Zip _____ | Email Address _____ Phone Number _____ Fax Number _____ Certified _____ Non-Certified _____ |
| 3) | Name: _____ Title: _____ Norman PDC ID # only: _____ | District: _____ Site Name: _____ Address: _____ City: _____ State: _____ Zip _____ | Email Address _____ Phone Number _____ Fax Number _____ Certified _____ Non-Certified _____ |
| 4) | Name: _____ Title: _____ Norman PDC ID # only: _____ | District: _____ Site Name: _____ Address: _____ City: _____ State: _____ Zip _____ | Email Address _____ Phone Number _____ Fax Number _____ Certified _____ Non-Certified _____ |
| 5) | Name: _____ Title: _____ Norman PDC ID # only: _____ | District: _____ Site Name: _____ Address: _____ City: _____ State: _____ Zip _____ | Email Address _____ Phone Number _____ Fax Number _____ Certified _____ Non-Certified _____ |

Oklahoma City Videoconference Sign In Form
COMMITTEE OF PRACTITIONERS MEETING

Tuesday, November 2nd, 2010
 1:30 pm - 3:30 pm

| NAME - Please Print | SCHOOL DISTRICT | E-MAIL ADDRESS | JOB/POSITION |
|---------------------|-----------------|----------------------------------|----------------------|
| 1 Tara Fair | Edmond Public | tara.fair@edmond.k12.ok.us | Educational Services |
| 2 Carol Wood | Mustang | woodc@mustangps.org | Fed Pres |
| 3 Jennifer Markins | Moree | jennifer.markins@moseschools.com | Title I Coordinator |
| 4 Karel Nichols | Mid-DeI | knichols@mid-del.net | Title I coord. |
| 5 Kathy Dunn | Mid-DeI | kdunn@mid-del.net | Fed. Programs |
| 6 Lisa Johns | Okeech | ljohnson@okeechps.org | Prin |
| 7 | | | |
| 8 | | | |
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From:  **Joyce Wright**
Jackie Mania Monday, November 22, 2010 11:51:12 AM 

Subject: FY2010 School Improvement Grant Waivers

To:  TI Schools ListServ

Cc:  **Jackie Mania**  Mary Pearson

The United States Department of Education has announced the requirements for the FY2010 School Improvement Grant (SIG) 1003(g) SEA application. As part of this application, SEAs have the option of requesting waivers related to the School Improvement Grant 1003(g) application and funds.

The Oklahoma State Department of Education (OSDE) is requesting five (5) waivers in its SIG Application. The OSDE believes the requested waivers will increase its ability to implement the SIG program effectively in eligible schools.

The requested waivers have been posted on the OSDE Web site and are available for public comment through December 3, 2010. Requested waivers can be accessed here: <http://sde.state.ok.us/NCLB/SIG.html>.

Please send public comments to Jackie Mania by fax at (405) 521-2998, email at Jackie_Mania@sde.state.ok.us or postal mail at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma, 73105.

Thank you,

Jackie Mania, M.Ed.
State Department of Education
2500 N. Lincoln Blvd.
OKC, OK 73105
405-522-3263

OKLAHOMA

State Department of Education



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... taking care of the business of education,
working smarter and investing to move forward.

No Child Left Behind (NCLB)



No Child LEFT BEHIND
PUBLIC LAW 107-110

[Click to Return to NCLB Home](#)

NOTE: Most documents on this page are listed in pdf format.

School Improvement Grant (SIG) 1003(g)

NEWS RELEASE: July 14, 2010: [10 Oklahoma Schools to Receive Nearly \\$37 Million In Federal School Improvement Grants](#)

Waivers

[Waiver Request for FY2010 SIG 1003\(g\)](#)

| | | |
|---|--|---|
| Frequently Asked Questions for Local Educational Agencies on School Improvement Grants | Funding Chart Tier I for Oklahoma OK SIG Funding Chart - Final | Persistently Low Achieving Schools Definition |
| Public Notice School Improvement Grant 1003(g) Waiver Request for Minimum N Schools Excluded based on Minimum N | School Improvement Grants: Examples of Successful Efforts From Ed.gov | SEA School Improvement Grant (SIG) Application pdf Word Eligible Schools |
| SIG Guidance December 2009 January 2010 May 2010 June 2010 | Toolkit for Implementing the School Improvement Grant Transformation Model | |

Presentations

| | | |
|---|--|---|
| School Improvement Grant (SIG) 1003 (g) Local Educational Agency (LEA) Process and Requirements For Submitting an Application Videoconference Agenda Wednesday, April 28, 2010 Click Here to View Videoconference | School Improvement Grants (SIG) 1003 (g) Overview (ppt) Wednesday, April 28, 2010 | School Improvement Grant (SIG) 1003 (g) Reader Training Monday, May 17 Videoconference |
| School Improvement Grants (SIG) 1003 (g) Webinar (ppt) Friday, April 30, 2010 | SIG 1003(g) Overview - Central High School | SIG 1003(g) Overview - Clinton Middle School |
| SIG 1003(g) Overview - Crutcho Public Schools | SIG 1003(g) Overview - Douglass Middle School | SIG 1003(g) Overview - East Central High School |
| SIG 1003(g) Overview - F.D. Moon Academy | SIG 1003(g) Overview - Gilcrease Middle School | SIG 1003(g) Overview - Nathan Hale High School |
| SIG 1003(g) Overview - U.S. Grant High School | SIG 1003(g) Overview - Will Rogers High School | USDE SIG 1003(g) - July 14, 2010 Special State Board Meeting |

School Improvement Grant (SIG) 1003(g) Reporting

| | | |
|--|---|---|
| SIG 1003(g) Baseline Data Report | SIG 1003(g) Reporting Metrics | SIG 1003(g) School Improvement Status Report 1 Report 2 Report 3 |
|--|---|---|

School Improvement Grant (SIG) Applications and Budget Pages

| | | |
|--|--|--|
| Central High School Tulsa Public Schools Application Budget | Clinton Middle School Tulsa Public Schools Application Budget | Crutcho Elementary School Crutcho Public School Application Budget |
| Douglass Middle School Oklahoma City Public Schools Application Budget | East Central High School Tulsa Public Schools Application Budget | F.D. Moon Academy Oklahoma City Public Schools Application Budget |
| Gilcrease Middle School Tulsa Public Schools Application Budget | Nathan Hale High School Tulsa Public Schools Application Budget | U.S. Grant High School Oklahoma City Public Schools Application Budget |
| Will Rogers High School Tulsa Public Schools Application Budget | | |
| Not Funded | | |
| Daniel Webster High School Tulsa Public Schools Application Budget | Jay High School Jay Public Schools Application & Budget | Kiefer High School Kiefer Public Schools Application & Budget |
| Millwood High School Millwood Public Schools Application & Budget | Muskogee 7th & 8th Grade Center Muskogee Public Schools Application & Budget | |

School Improvement Grant (SIG) Intervention Models

A webinar series prepared by the Center on Innovation & Improvement for use by the regional comprehensive centers and state education agencies to inform

| | | | |
|--|--|---|--|
| local education agencies. | | | |
| The Closure Model (ppt) | The Restart Model (ppt) | The Transformation Model (ppt) | The Turnaround Model (ppt) |
| Resources | | | |
| Budget Pages LEA Tier I & Tier II (Excel) | LEA School Improvement Grant (SIG) Application pdf Word Monday, April 26, 2010 Appendix A Appendix B Appendix C | SIG Letter of Intent | |
| SIG Letter to Districts Thursday, April 22, 2010 | United States Department of Education SIG Grant Application | Vendor Template pdf Word | |

From:  "Polach, Amber" <apolach@okcps.org>

Mon, Nov 22, 2010 1:56:30 PM  

Subject: FW: FY2010 School Improvement Grant Waivers

To:  Jackie Mania

Cc:  "Fraley, Terry L." <tlfraley@okcps.org>

Jackie -

I have included the public comments from our office regarding the SIG waivers -

Waivers of SEA Requirements

Oklahoma City Public Schools (OCPS) Federal Programs office supports the Oklahoma State Department of Education (OSDE) in their request to waive the SEA requirements for waiver 1 and waiver 2.

OCPS Federal Programs office supports the OSDE in their decision not to request a waiver to use the FY2009 list. It is important for Oklahoma districts and schools that we use the most current information to generate a new eligibility list for the FY2010 School Improvement Grant (SIG) funds.

Waivers of LEA Requirements

OCPS Federal Programs office supports the OSDE decision to request a waiver to allow schools that fully implement an approved model to "start over" again in the school improvement timeline.

OCPS Federal Programs office supports the OSDE decision to request a waiver to allow schools below the 40 percent poverty threshold to implement a schoolwide program if the school selects to also implement one of the four intervention models.

Period of Availability

OCPS Federal Programs office supports the OSDE decision to request a waiver to extend the availability of school improvement funds to September 30, 2014.

Thank you.

Amber

-----Original Message-----

From: Title I [mailto:TITLEI@LISTSERV.SDE.STATE.OK.US] On Behalf Of Joyce Wright

From:  "Kathy S. Dunn" <kdunn@mid-del.net>

Mon, Nov 22, 2010 2:00:57 PM 

Subject: School Improvement Waivers

To:  Jackie Mania

Jackie,

I believe the requested waivers will help make implementation of the School Improvement Grants more effective with sites that are eligible. Thank you for your hard work in School Improvement, and for your ready responses when I c for assistance!

Thanks!

Kathy

Kathy Dunn
Mid-Del Schools
Director of State and Federal Programs
405-737-4461 x225