



JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister

DATE: May 26, 2016

SUBJECT: Analysis of Grant-Goodland Dependent School District No. C-3 detailed plan for the 2016-2017 school year and recommendation under state intervention pursuant to 70 O.S. § 1210.543

Introduction

At its meeting on March 24, 2016, the State Board of Education entered an Order Granting State Intervention for Dependent School District No. C-3 of Choctaw County, Oklahoma, A/K/A Grant-Goodland Public School. (Tab 1). Included in the Order was a requirement that the District provide the Oklahoma State Department of Education (OSDE) with a plan outlining specific corrective actions the District will take to address areas of concern identified by OSDE, including but not limited to issues identified during OSDE's March 7, 2016 meeting with District personnel to review District files and documents. Pursuant to the Order Granting State Intervention, Grant-Goodland Public School submitted its School Plan for 2016-2017 on April 27, 2016. (Tab 2).

District Finances

The genesis of this matter is based upon finances. The FBI and the United States Department of Education collected records and data from the District on January 28, 2016. An adverse audit for the year ending June 30, 2015 was issued by the Board's CPA firm, which identified a plethora of issues and various individuals within the school acting improperly. Those issues have been previously discussed by this Honorable Board.

The March 24, 2016 Board Order required the District to provide certain financial information to OSDE at least five (5) days in advance of the local board meeting. OSDE has experienced mixed results to date. While some financial information has been provided as directed under the Order, the Financial Services Office reports that the requested information has not been consistently provided at least five (5) days before presentation to the local board, and on at least one occasion was provided to OSDE the same day as the district board meeting. This does not allow sufficient time for OSDE personnel to review the financial information and advise the District accordingly.

Without the finances being in order, any plan for the upcoming school year is seriously at risk such that there is cause to believe that the District will not be able to maintain school. Grant-

Goodland Public School has historically carried over a low amount in its Fund Balances at the end of the year:

FY 15	\$55,446.61
FY 14	\$ 8,960.70
FY 13	\$67,141.82

According to the records of the Financial Services Office, the District had a General Fund balance of approximately \$4,000 as of May 18, 2016. The Special Education Services Division has identified federal reimbursements on lease/purchase agreements for three special education buses totaling \$65,567.87 from FY 2013-2015. There is no evidence that special education students enrolled in Grant-Goodland Public School required specialized transportation during these years, and the District may be obligated to pay back these improperly received funds.

School Plan for 2016-2017

As part of the March 24 Intervention Order, the State Board required the District to submit “a detailed plan for the 2016-2017 school year.” Schoolwide improvement is a complex undertaking involving many actors, processes, and events. While there is no single ‘correct’ method or template for school improvement, there are elements that must be considered in any effective school improvement plan, such as the school’s quality of instruction and organizational structure. A functional school improvement plan is not a document of intentions; rather it is intended as guidance for the coordination of the many components necessary to enhance the school’s ability to function, and ultimately to thrive. An effective school improvement plan will be just that: a *plan* used to direct the implementation of school improvement. As such, there are some key components that should be addressed in some way in any effective school improvement plan:

- **An effective school improvement plan will center upon an overarching goal.**

This anchors all parts of the plan to a unified objective. The goal should be specific, easily understood and measurable. An example goal would be, “All students will transition successfully to the next grade level ready to learn grade level material in every subject area,” or “Every teacher will create a classroom environment conducive to learning as evidenced by improved student test scores and improved attendance.” Every stakeholder in the school should be familiar with the overarching goal, and the method of goal measurement should be articulated in the plan. For example, “Every teacher will chart student benchmark performance.” Elements of the school improvement plan should be traced back to the overarching goal.

- **An effective school improvement plan will articulate the means for integrating and coordinating funding sources to support the overarching schoolwide goal.**

A detailed budget should include the intended use of federal, state, and local funding streams for achieving the schoolwide goal. Activities and services budgeted should include the intent of using those funds, and how the supported programs align with the goal. Examples of funding sources could include: Title I’s resources for “Improving the Academic Achievement of the Disadvantaged” (OCAS codes 511, 518, 521, 532), Title II’s resources for “Training and Recruiting High Quality Teachers and Principals” (OCAS codes 541, 543, 544), and resources available through the *Individuals with Disabilities Education Act* (IDEA). Compliance documentation should be provided which lists all

programs and their funding sources, as well as the budget for all federal, state, and local funds.

- **An effective school improvement plan will provide a blueprint for student learning support.**

The plan should consider the learning needs of all students. Subject-specific and grade-specific instructional strategies should be addressed, as should strategies for students who are struggling as well as those who need greater challenges. An effective plan will approach how progress is monitored, and how students are identified for appropriate interventions. There should be a plan for monitoring student progress, and for evaluating the results of the intervention process itself. Again, the focus should be how student learning relates to the overarching goal of the improvement plan.

- **An effective school improvement plan will provide a design for instructional support for teachers.**

A plan should address how appropriate support is to be provided to teachers. How do teachers receive professional development in their subject area and grade level? What resources and time are teachers provided with so they can develop their pedagogical strategies? Is there a means to measure the effectiveness of professional development? How do teachers receive training in using data to inform their instructional practices? There should be a clear connection between student progress data and the strengthening of classroom instruction. This evidence should directly tie to teacher professional development, which should in turn tie to the overarching goal for the school plan.

- **An effective school improvement plan will consider the integration of family and community outreach in the reform process.**

The plan should address how parents and other stakeholders are kept involved with the school and its goal. What opportunities exist for parent engagement with the school? How does the school communicate with parents and the community? How are parents involved in discussions about student achievement? Are parent-teacher conferences scheduled at times accessible to parents? How does the school leadership, faculty and staff engage with community partners?

While this level of detailed consideration is necessary to the effectiveness of a school improvement plan, the Grant-Goodland plan submitted to OSDE on April 27 is, at best, very basic, and is unlikely to produce the results necessary to improve student academic performance. It does not provide focus through an overarching goal, and lacks specific, measurable objectives. Professional development is not addressed, nor is the usage of student assessment data. No provisions are made for how stakeholder engagement is to be incorporated, and while community partners are listed, there is no articulation of their involvement.

The SWOT (strengths, weaknesses, opportunities, and threats) analysis lacks depth, and does not appear to have been authored with clarity. For example, “state funding” is listed as both a strength and a weakness with no explanatory discussion.

The Action Plan for Reading includes annual measurable objectives, but the plan for meeting these objectives is largely a continuation of what is already in place: “We will continue our study of academic vocabulary, K-8 study of the standards...” (Grant-Goodland School Plan, p. 6). According to student achievement data, the existing intervention strategies are not producing the

desired results. The plan's academic components do not appear to be designed with sufficient attention on improving student outcomes.

Conclusion and Recommendations

It is possible that the Grant-Goodland Dependent School District will end this fiscal year with a negative or low fund balance with which to start a new school year. OSDE recommends that if Grant-Goodland is allowed to start the 2016-2017 school year, the Order Granting State Intervention entered by this Board on March 24, 2016, be amended to include the hire of a new district treasurer and encumbrance clerk with the approval of the State Board. The proper notice should be given under the intervention statute and this matter should be heard next month, June 2016.

Given the financial situation, together with a lack of budgeting considerations and fiscal planning in the School Plan submitted by the District, OSDE does not reasonably believe that the District has the present capacity to operate a fully functioning school.

Moreover, a critical discussion should be conducted regarding mandatory annexation of this school by an adjacent school district. The Oklahoma Administrative Code provides:

(b) Mandatory annexation.

(1) Mandatory annexation will be considered by the State Board of Education upon occurrence of the following situations:

(A) When a school district has been declared "academically at-risk" pursuant to 70 O.S. 1989, §1210.541.

(B) When a school district is nonaccredited by the State Board of Education.

(C) When a district, without officially dispensing with school, fails to open or maintain a school (except when situations beyond the control of the district cause a normal delay).

(2) When it comes to the attention of the State Board of Education that a local school district is facing the possibility of mandatory annexation, the State Board of Education shall provide the district with an opportunity to be heard. The State Board of Education shall notify the superintendent and each school board member of the time, date and place of the meeting. At the meeting, representatives of the school district, including patrons, shall have an opportunity to address the State Board of Education and to provide information to the Board. The President of the State Board of Education may set time limits on individual presentations and may require groups to select a representative to speak on behalf of the group.

210: 1-3-2.

Insufficient funds would cause a district to fail to maintain a school, and it is proper for the State Board to proceed with the possibility of mandatory annexation on that basis. Furthermore, Grant-Goodland Public School has received a failing grade on its A-F Report Card for the past

three years based on student assessment results, and is identified as an academically at-risk Priority School under 70 O.S. § 1210.541.

Statutory timelines for mandatory annexation are found at 70 O.S. § 7-101.1(B), which provides:

B. In any case where mandatory annexation of a school or school district is recommended by the State Department of Education, the Department shall notify, in writing, the board of education of the school district involved. Upon receipt of the notification, the school district board shall have fifteen (15) days to request an opportunity to appear before the State Board of Education. If the school district board fails to request an opportunity to appear, the State Board shall proceed without further notice or delay, to conclude the matter. If an opportunity to appear is requested by the school district board, the State Board shall decide the issues after hearing from representatives of the school or school district and the State Department and shall make a final determination on the recommendation of the Department.

OSDE recommends that this Board set a hearing for June 2016 to consider the mandatory annexation of Grant-Goodland Public School, and that all required notices be provided. Adjacent school districts shall be invited to make presentations to the Board, either in person or by submission of documents. The agency further recommends that a Special Meeting be scheduled for this purpose, to avoid the time constraints of considering this matter during the regular monthly meeting of the State Board.

TAB 1

OKLAHOMA STATE BOARD OF EDUCATION

STATE OF OKLAHOMA, ex. rel.
STATE DEPARTMENT OF EDUCATION,
Applicant

vs.

DEPENDENT SCHOOL DISTRICT #3 OF
CHOCTAW COUNTY, OKLAHOMA, A/K/A
GRANT-GOODLAND PUBLIC SCHOOL
Respondent

2016-9

ORDER GRANTING STATE INTERVENTION

On this 24th day of March, 2016, this matter came on for consideration the Application for Administrative Order for State Intervention (the "Application") of Grant-Goodland Public School (the "District"). The Application was presented to the Oklahoma State Board of Education (the "Board") by David Kinney, General Counsel for the State Department of Education (the "Department"). Legal Counsel for the District, Laura Holmes, patrons of the Grant-Goodland community, and District officials appeared on behalf of the District.

After due consideration of the evidence and matters officially presented, pursuant to 70 O.S. §1210.543, the Board hereby finds as follows:

1. The District has failed to meet financial requirements for school districts or accreditation standards which negatively affects education or could result in the District not being able to operate for the remainder of the year;

2. Through June 30, 2017, the District must comply with the following corrective action plan: (a) provide all encumbrances to the Department for review and approval at least five (5) days before they are presented to the District Board of Education; (b) on a monthly basis, provide the Department with all bank statements for all accounts of the District and/or District Board of Education;

(c) provide a monthly treasurer's report to the Department at least five (5) days before it is presented to the District Board of Education; and (d) accommodate any and all Department and/or Board personnel on visits to the District for the provision of assistance to the District;

3. By May 1, 2016, the District Board of Education shall provide the Department with a detailed plan for the 2016-2017 school year, to include a discussion relating to voluntary annexation; and,

4. By May 1, 2016, the District shall provide the Department with a plan outlining specific corrective actions the District will take to address areas of concern identified by the Department, including but not limited to issues identified and provided to the District during the Department's March 7, 2016 meeting and review of District files and documents with District personnel.

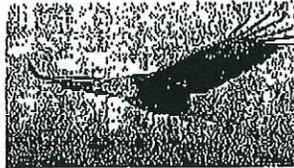
IT IS SO ORDERED.


Joy Hofmeister
Chairperson of Oklahoma State Board of Education

TAB 2



GRANT PUBLIC SCHOOL
Office of the Superintendent
Kathryn Holloway
Home of the Eagles



Board of Education
Dennis Lee, President
Larry Alberty, Vice-President
Cathie Pugh, Clerk

FAX COVER PAGE

Please deliver the following page(s) to:

NAME: David Kinney FAX# (405) - 522 - 6256

FROM: Kathryn Holloway of Grant Public School

TOTAL NUMBER OF PAGES, INCLUDING COVER PAGE: 26

COMMENTS: _____

RE: Grant Public School School Plan

DATE SENT: 4/27/16 TIME SENT: 11:00 a.m.

BY: [Signature]

Telephone: (580) 326-8315

FAX: (580) 326-9236

Address: P.O. Box 159

Grant, OK 74738

2016-2017
Grant – Goodland
Public School
School Plan



May 1, 2016

Mission Statement

The Staff of Grant-Goodland Public School is committed to preparing students with the knowledge and necessary skills to become productive citizens in our ever changing global society.

OVERVIEW

This On-going Plan describes a school plan to address our low test scores, the 2015-2016 Audit and the Oklahoma State Board of Education mandates. It will address issues that are keeping the Grant-Goodland Public School District from excelling academically, financially and our goals and objectives to correct.

The On-going Plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is a two-year document requiring periodic evaluation to assess progress. The plan was written within one month of identification for state-mandated school improvement. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs.

The On-going Plan will be presented to Oklahoma State Board of Education for final approval on May 1, 2016. The school's on-going Plan will be shared with the staff, parents, and public through the Grant-Goodland Public School District website (www.grant.k12.ok.us) and a copy will be available in the Administration Office upon request.

<p>Beliefs An expression of fundamental values, ethical code, overriding convictions, principles</p>	<p>We believe that...</p> <ol style="list-style-type: none"> 1. Relationships built on honesty and mutual respect creates responsible and effective communities. 2. Everyone has worth and value is integral to society. 3. High quality education produces
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	<p>responsible citizens and vibrant communities</p> <ol style="list-style-type: none"> 4. Teaching and learning are essential to the human experience of growth and change. 5. Education is the shared responsibility of the entire community.
<p>Objectives An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability</p>	<ol style="list-style-type: none"> 1. Each student will be given the opportunity and access through mentoring to grow personally and academically. 2. Each student will have the opportunity to expand interests and horizons through expanded and broad community relationships.
<p>Parameters Boundaries within which the school will accomplish its mission; self-imposed limitations</p>	<ol style="list-style-type: none"> 1. We will base decisions on what is best for students. 2. We will ensure a culture of integrity 3. We will be responsible stewards of our resources. 4. We will not compromise excellence. 5. We will honor relationships and treat all people with dignity and respect.
<p>Planning Team</p>	<p>Staff: All Parents: Mr. and Mrs. Curtis Barr, Valarie McClure, Mr. and Mrs. White, Jason White, and Ms. Greer Community Partners: Pam Adamson, Debra Miller, Dr. Monk (Professor SOSU), Choctaw Nation, Meat By The Case, International Paper, Walmart, Steve Holman, Choctaw Electric, Tonia Allred and First United Bank</p>

SWOT Analysis

As we develop this On-going Plan, our school will seek to understand our school's potential within its changing environment by engaging in an analysis of our **Strengths, Weaknesses, Opportunities, and Threats**—often abbreviated as a “SWOT” Analysis—because such an approach can be informative and provide perspective.

<u>Strengths</u>	<u>Weaknesses</u>	<u>Opportunities</u>	<u>Threats</u>
State Funding	Grants/Contract Funding	Execute Intervention	Low Economic area
Faculty	State Funding	Using what we have	Poor Attendance
Students	Not looking at data	One-on-One	Detractors
Teaching Asst.	Curriculum	Change Culture	Parents' Hardships
Technology	Time Managers	Community Events	Double Classes
Great Community	Learning Confidence	SOSU	Student Engagement
Parental Involvement	Testing	Assessment Strategy	
Class Size	Schedule	Mentoring	

TIMELINE

The timeline below indicates the school improvement activities for the (2016 - 2017) and the (2017 - 2018) school year.

<u>July</u>	<u>OCCT results</u>
<u>August</u>	<u>Data compiled and meetings with Staff</u>
<u>September</u>	<u>Meet to refine goals and strategies</u>
<u>September</u>	<u>Finalize requirements of school plan</u>
<u>October</u>	<u>District school improvement meeting-conduct peer review of plan</u>
<u>January</u>	<u>Staff meet to review student progress and make necessary adjustments to school plan</u>
<u>April</u>	<u>Staff meets to conduct annual assessment of school improvement plans and make adjustments as necessary.</u>

Action Plan for Reading

Annual, Measurable Objective(s):

Students will raise achievement in Reading in grades 3rd through 8th to Satisfactory at the end of 2017 with a minimum of 95% participation for all subgroups.

We will continue to address our weakness based on analysis of AYP Report and School Student Performance Data over the last three years. We will continue our study of academic vocabulary, K-8 study of the Standards, pull out small group for Failure-Free Reading and continue to use Voyager.

Factors affecting student achievement to address (based on analysis of *Marzano's What Works In Schools*):

**Instructional Strategies: Student Self-Assessment of Learning Goals (Item #40)
Student Training and Awareness of Motivation (Item #29)**

On-going Actions/ Strategies/ Interventions	Timeline	Professional Development Resources	Person Responsible	Means of Evaluation
Continue to incorporate best practices, standards in curriculum areas of Reading with full day planning for teachers, benchmark reading performance assessments to increase student self-assessment, motivation and differentiated instruction	August 2016 – On-going	Funds for full-day planning Substitutes	Principal and Teachers	STAR, lesson plans, observations, DIBELS, Reading Theory, full-day Team planning
Continue implementation of Literacy in Kindergarten	Sept. 2016 – On-going	Funds for Training	Kindergarten Team, Admin. Teams	Observations, DIBELS

<p>Provide supplemental instruction through various Means: SRA Corrective Reading, before school with computer-assisted programs and technology (i.e. projectors, smart boards, and promethean boards) offer small group instruction in areas of need with target groups using acceleration and review techniques; after-school, before school in areas of need with targeted subgroups and students needing additional assistance.</p>	<p>Sept. 2016 – On-going</p>	<p>Reading Programs 3-8</p>	<p>Principal, Teachers</p>	<p>Benchmark assessment, SRA Corrective Reading, STAR Reading Theory, Ticket-to-Read Voyager</p>
<p>SRA Corrective Reading with target groups to raise expectation of all students with planned teacher collaboration encouraging best practices, techniques and strategies of all staff. Utilize mentoring and assisting teachers to further strategy Reading reading (fluency) listening instruction. These unique practices = student motivation</p>	<p>August 2016 – On-going</p>	<p>Funds for Corrective Reading, Thinking maps</p>	<p>Principal, regular teachers, Sp Ed Team</p>	<p>Observations, lesson plans, student work, "assisting and mentoring"</p>
	<p>August 2016</p>	<p>Funding through</p>	<p>Classroom</p>	<p>Observations,</p>

<p>Provide small group instruction through reduced class model and flexible grouping, Spec. Ed collaboration and co-teaching in Reading</p>	<p>- On-going</p>	<p>Professional Dev Sp Ed</p>	<p>teachers, Principal, Sp Ed staff</p>	<p>Collaboration, STAR, OCCT, Lesson Plans</p>
<p>Provide communication through phone, website, open house meetings, conferences, home visits to parents with information on grouping strategies, differentiated instruction, and collaboration</p>	<p>August 2016 -On-going</p>	<p>Staff/Prof Dev</p>	<p>Teachers & Staff Principal, Media Spec</p>	<p>Parent survey, parent sign-in documentation, parent conference sheets</p>

Special Domains to address within Reading per our 2015 OCCT:

- Inferences and Interpretation
- Word Origins
- Summary and Generalizations
- Literary Elements
- Literal Understanding
- Affixes, Roots, Stems

We will be working with the State and EDIT for some of our Professional Development.

2016 – 2017

Action Plan for Math

Annual, Measurable Objective (On-going):

Students will raise achievement in Math in grades K-8 by the end of 2017 to Satisfactory on OCCT with a minimum of 95% participation rate for all subgroups.

Special Domains to Address within Math per our 2015 OCCT test:

- Inequalities
- Data Analysis
- Probability
- Ratio and Proportions
- Solving Equations
- Coordinate Geometry

We will be working with the State and EDIT for some of our Professional Development.

Instructional Strategies (Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.

Actions/ Strategies/ Interventions	Timeline	Professional Development Resources/Est. Cost	Person Responsible	Means of Evaluation
Implement Learning Focused Schools' components/strategies: <ul style="list-style-type: none"> • Integrate with the "Six Elements of an Effective Math Lesson." • Monitor use of Prioritized Sequenced OCCT math Objectives and Skills by grading Period • Provide common 	August 2016 - On-going	For all certified staff on the required components and strategies Title IIA funds Thinking Maps Prof funds K-8 Math funds	Instructional Coach, Principal Teachers	Prof evaluation Observations Principal walk-through, lesson plans and units, math assessments, grade level prioritized curriculum document, pre- and post- test, benchmark test, team planning agendas and minutes,

<p>planning time for teachers to prioritize objectives, review content standards, and develop lesson plans, utilizing effective instructional strategies.</p> <ul style="list-style-type: none"> • Increase and enhance use of graphic organizers through Thinking Maps which will include manipulatives at all grade levels to support and enhance instruction. 				<p>examination of student work, action plans and logs</p>
<p>Interpret/Analyze standardized and classroom assessments to plan for math instruction and target specific students.</p> <ul style="list-style-type: none"> • Incorporate strategies for Differentiated Instruction for all students. Use collaborative model when possible. • Provide small group instruction for 	<p>Fall 2016 – On-Going</p>	<p>Data Analysis, Differentiated Instruction strategies, math software, LCD projectors, promethean-boards, smart-boards</p> <p>K-8 Funds District</p>	<p>Principal, Instruction coach, teachers, technology instructor, media specialist, tutors, counselor</p>	<p>Team data analysis, evaluations, observations, lesson plans, math assessments, pre/post -test, benchmark test, Star Math, IXL, TTM, OCCT</p>

<p>targeted students.</p> <ul style="list-style-type: none"> • Use pre-and post-test results for prescriptive teaching. • Provide supplemental instruction through before/after school tutoring. • Use various computer programs and equipment in the computer lab and classrooms that reinforce math skills and strategies (IXL, TTM, Study Island) <p>Involve students in self-assessment practices (chapter test, homework, classwork, quizzes, and progress reports/report cards for purpose of examining performance on learning goals.</p> <p>Provide opportunities for parents/community involvement in Math(mentors, volunteer tutors, meetings, parent conferences, homework</p>	<p>Oct. – 2016 – Ongoing</p> <p>August 2016 – On-going</p>	<p>Prof Dev</p> <p>Mentors, Website School Funds</p>	<p>Classroom Teachers Students</p> <p>Principal Teachers Counselors</p>	<p>Student folders With grades that show improvement over time.</p> <p>Mentor, Volunteer sign-in sheets, observations, Parent Conference documentation</p>
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agendas, website Info, parent education, Home & School Connection publication				
Assign mentors to new teachers, teachers new to school, teachers new to a grade level or subject area, and to at- risk teachers	August 2016 – On-going	Refresher session for staff	Principal	Teacher evaluations, teachers' professional growth plans/student achievement plans

2016 - 2017

School Attendance Plan

This on-going Plan has been developed to address (1) students who are routinely late for class and (2) prevalence of chronic illness among students. The Plan provides an example of targeted interventions that research suggests effectively improve student attendance. More importantly, the Plan demonstrates how a school can move from existing data about student attendance to a clear, concise plan that not only improve student attendance but provide documentation that can be used to refine these efforts from one year to the next.

School-wide Attendance Goals

Grant-Goodland Public School will improve student attendance by:

- Reducing the number of students arriving late for class by 20%
- Decreasing the number of students who miss five or more days of schools during Fall semester by 50%.
- Decreasing the number of students who miss 10 or more days during the school year by 50%.
- Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.
- Rewarding students who achieve perfect (no absences) or near perfect (less than two (2) absences) attendance each semester.

Attendance Monitoring Team

The Principal, secretary, and three teachers will form the school's Attendance Monitoring Team (AMT). The team will meet monthly to review student attendance and serves as the primary point of contact for students who miss school. The team contacts parents when their students begin missing school meet with parents to discuss student attendance, and conduct interviews to identify barriers to regular school attendance, and serve as a resource for other teachers and staff who are dealing with students who fall to attend class regularly.

Analysis

The Attendance Monitoring Team will download attendance data from the school's student information system on a monthly basis. The will download student's name, number of days they have been absent or late to class, and the reason.

Notification

Grant-Goodland Public School will adopt a tiered series of notifications for students who are missing an increasing number of school days. We will use a variety of communication measures (e.g., meetings between the principal and student; phone calls, letters; etc.) to connect with parents. The communications will occur as students miss two, five, seven, or ten days of school.

of Days Absent

Notification

2	Phone Call – Parent will receive a phone call from the school indicating that the student has missed two days of school. The student will be required to meet with the Principal to discuss his or her attendance.
5	Phone Call and Letter – Parent will receive a phone call and letter from the school explaining that the student has missed five days of school and reminding the parent of the importance of regular school attendance. The parent will be encouraged to meet with the Attendance Secretary.
7	Phone call, Certified Letter, and Meeting – Parent will receive a phone call from the school informing them that their son or daughter has missed seven days of school. A certified letter will be sent home from the school requiring that the parent meet with the school's Principal to discuss supports that can be provided to facilitate improved attendance as part of an "attendance contract."
10	Second School Visit – The school Principal will have another meeting with the student's parents, assess barriers to school attendance, and develop a plan to improve the student's attendance.

Prevention Activities

The Grant-Goodland Public School will provide parents and families with information about the importance of attendance as one of the primary prevention strategies. Moreover, the school will also introduce school-wide incentives to encourage students to strive for good or perfect attendance.

- **Open-house presentation to parents and families**
The Principal will provide a presentation to parents attending the school's fall open house. The presentation will summarize the risk factors associated with chronic absenteeism, note the resources available at the school to improve student attendance, and describe the risks associated with attendance.
- **School-wide incentive program**
Students who have perfect attendance at the end of each semester will receive a gift. The Principal will present the gift in-person in each classroom.

- **Rise and Shine!**

To increase the number of students who arrive late to class, the school will develop a program called "Rise and Shine" that will encourage students to be in-class on-time. Students who arrive on-time each day will be entered in a drawing for one of two iPods. The drawing will take place at the end of the fall and spring semester.

Community and Legal Intervention

Grant-Goodland Public School will partner with the Community Resource Office for the Hugo Police Department. Students who miss 11 or more days of school will be referred to the Community Resource Office. The Community Resource Office will work with the student and their family to identify potential barriers to school attendance and connect them with social services and/or other support services to enable regular school attendance.

Evaluation and Assessment

To evaluate the absenteeism and truancy reduction efforts at Grant-Goodland Public School, the Principal and the secretary will gather the following information.

- Total number of days absent for each student enrolled through the school year
- Number of parental notifications sent
- Number of parental meetings held to discuss student attendance
- Number of phone calls made to inform parents about their son or daughter's attendance

All students in General Education and the Alternative Education are entered as absent if they are not present in class. Our Alternative Education program has passed accreditation. The teachers are now entering their own attendance into Wen-gage on a daily basis.

Highly Qualified Staff

All teachers at Grant-Goodland Public School meet the definition of highly qualified. It is our District's policy to staff our school only with teachers and para-educators that meet that definition. In our PK 3-4 program, we now have a highly qualified teacher. We moved our Kindergarten teacher and class to PK Building. We had to think outside-the-box and the teacher has a rotating instruction schedule for PK 3-4 and Kindergarten. She has also set up skills, lesson plans and procedures for both PK 3-4 and Kindergarten in a binder. She has two-teacher assistants to assist after instruction and practice. Next year if funds permit, we may be able to hire a PK-4 teacher.

Special Education

We have addressed the issue of Special Education files left on desk and on floor. We have cleaned office and put files in a locking file cabinet. There are unannounced visit to see that this is being done. For the 2016-2017 school year, the District will require and provide opportunity for the Special Education staff to attend training on OKEdPlan.

The Special Education teacher is no longer required to sign the IEP (PK) as General Education Teacher and Special Education. The Superintendent is now attending the meetings to sign as the Administrator. Until the file is complete (signatures, age appropriate, proper testing, correct forms, etc.,) the Special Teacher has been instructed not to count the 3 years old on child count. We have removed from Student Information the three years old that we couldn't count.

The Superintendent has asked our contracted Speech Pathologist to give a detailed invoice of students seen, time/date, and area worked on. The teacher is also required to sign when she takes the students from the classroom. Our plan next year is to employ our Speech Pathologist as an employee of the District with a contract approved by Mrs. Thomas and the Board.

Credit Cards

The District has collected our credit cards for Walmart and Home Depot and put in a locked file cabinet in the Administration Office with a sign-out and sign-in sheet. The Superintendent has the key to the cabinet.

Parent Involvement in Education

The administration and staff communicate with parents through the district website, open houses, and parent/teacher conferences. Conferences are held two times a year to provide parents/guardians with information regarding academic skill development. Midterm reports cards are distributed four times a year and provide an overall view of student achievement. This year we are using Wen-gage to input attendance and grades for each student and next year they will be able to review online grades, attendance, and discipline referrals from home.

Voluntary Annexation

The Board at a Special Meeting on April 14, 2016 discussed annexation with other districts. Please See attached Agenda and Minutes for that meeting.

CONTINUED ACTION ITEMS

- I. **Grant-Goodland Public School will design and implement an educational environment conducive to rigorous academic teaching and learning.**

Action Plan 1.1

Upgraded and Competitive Technology: Technology needs will be assessed, identified, financed and updated to current standards.

Action Plan 1.2

The staff will attend and actively engage in valuable and sustained staff developed training that is designed to help teachers elevate the rigor in the classroom and that is universal to the building so that students attain and utilize higher order thinking, reading and writing. (Appendix B)

Action Plan 1.3

Grant-Goodland Public School will provide a warm, welcoming, and clean and engaging environment.

Action Plan 1.4

The school will implement an approach designed to develop personal student responsibility.

Action Plan 1.5

Grant-Goodland Public School will design a system in which the largest percentage of teacher and student time is spent on uninterrupted direct instruction and learning.

2. **Grant-Goodland Public School will identify, expand, and develop relationships with and redirect community resources in order to more effectively utilize them so that students will grow personally and academically.**

Action Plan 2.1

There will be a clearly defined process for community members to get involved and donate resources, as well as clearly stated needs within the school.

Action Plan 2.2

Grant-Goodland Public School's website has been created and will be maintained in an effort to expand and promote community involvement and awareness.

Action Plan 2.3

Recognition will be given to donors and volunteers to publicly show appreciation and maintain relationships.

3. We will aggressively address the behavior issues of our students.

Action Plan 3.1

We will create a culture to support and encourage our students to behave in a positive manner where they all can learn and feel protected in a safe and orderly environment (i.e., change the negative behavior displayed by our students while upholding the expectations of our discipline policy to enhance positive behaviors.

4. We will organize opportunities beyond school hours to address the needs of our student population.

Action Plan 4.1

Academic Support: Availability of tutorial services will be increased.

Action Plan 4.2

Academic Support: We will improve student access to computers and printers.

Action Plan 4.3

Activities Programming: We will work to improve school spirit.

5. We will aggressively address the literacy needs of our students.

Action Plan 5.1

We will implement a meaningful literacy block that includes whole group instruction, flexible small group instruction and literacy work stations.

7. All students will be personally accountable for their actions alone and as part of a group.

Action Plan 7.1

Objective 1: To decrease the number of student tardies

Grant-Goodland Public School

Board of Education

RE: MEMORANDUM SUBMITTED BY INTERDISCIPLINARY TEAM TO OSDE

"We did not see internal controls or segregation of duties being followed by Grant-Goodland Public Schools"

CORRECTIVE ACTION TAKEN

Kathryn Holloway has been employed as interim Superintendent and purchasing agent. All requisition forms are given to her for approval. Upon her approval, the requisition form is given to the Encumbrance Clerk, Debbie Hamill, who checks to be sure funds are available. Mrs. Hamill then issues a purchase order. The purchase order is presented to the Board for approval at the next Board meeting. Packing slips showing supplies received or receipts for goods received are presented to Mrs. Holloway for her signature and then given to the encumbrance clerk. Upon receipt of invoices or statements and verification that the goods or services have been received the encumbrance clerk processes payment. The checks are given to the Board for approval and signature. The Treasurer and Encumbrance Clerk work together to verify proper documentation is available before checks are registered. The treasurer signs checks after the Board has approved and signed them. The encumbrance clerk and treasurer work together to submit payments to the proper vendors.

Jimmie Sue Miller, the Treasurer, receives notices of payments deposited into the School Bank Account and makes copies for her records and also gives copies of the notices to Mrs. Holloway, Superintendent. She also makes copies of checks received and gives copies to Mrs. Holloway before they are deposited in the School Bank Account. She has requested that the Bank send copies of the front and back of checks processed by the Bank on a monthly basis. She and Mrs. Holloway will view the copies and copies will be sent to the OSDE. The treasurer reconciles her computer records with the bank statement and will have Mrs. Holloway initial or sign the reconciliation sheet.

Debbie Hamill, Activity Fund Custodian, receives approved requisition forms from Mrs. Holloway, Superintendent, and after verifying funds are available, she issues purchase orders. Upon documentation showing that the goods or services have been received, she processes payment. She and Mrs. Holloway are co-custodians of the Activity Fund and both signatures are required on all checks issued. Mrs. Hamill then remits payment to the proper vendors. Funds received from various fund-raisers are given to Mrs. Hamill along with a deposit form showing what funds are for and how much is being deposited into the Activity Fund. Mrs. Hamill counts the money received to verify the amount turned in matches the amount shown on the deposit form and then issues a pre-numbered receipt to the person turning in the funds. She then deposits the funds the day they are received or when the amount equals \$100.00. No money is retained at the school over the week-end. She reconciles the bank statement and her computer records

monthly and submits a copy of the Activity Fund Custodian's report to the Superintendent and Board Members at each regular board meeting.

Mrs. Youlanda Garza has also been employed as payroll clerk and encumbrance clerk. She and Mrs. Hamill are working together to train Mrs. Garza and to be sure proper documentation is available for payment of purchase orders. They are also working together to insure that checks withheld from personnel paychecks for insurance and other deductions match premiums charged and that they are remitted to the proper vendors after the Board of Education approves and signs them.

Only 2 students in the school are required to pay for meals with all other students receiving free meals. Teachers pay through payroll deductions. Mrs. Hamill prints invoices monthly for teachers' meals and gives them to the payroll clerk to be deducted from their paycheck. The check for the meals is given to the Treasurer and deposited into the Child Nutrition Fund. Funds received from student meals and visitors are also given to the Treasurer for deposit into the Child Nutrition Fund.

**SPECIAL MEETING AGENDA FOR:
BOARD OF EDUCATION
DEPENDENT SCHOOL DISTRICT NO. C003
CHOCTAW COUNTY, OKLAHOMA
GRANT PUBLIC SCHOOL**

As required by Section 311, Title 25 of the Oklahoma Statutes, notice is hereby given that the Board of Education of Elementary School District No. C003, Choctaw County, Oklahoma, will hold a **SPECIAL** meeting on **April 14, 2016** at **5:30 p.m.** in the Board Room of the Administration Building, Grant Public School, 201 North Everidge Street, Grant, OK 74738.

Note: The Grant Board of Education may discuss, vote to approve, vote to disapprove, or decide not to vote on any item on this agenda. The following is a list of the business to be conducted by the Board of Education at the above meeting.

- A. **Call to Order:**
1. Roll Call of Members – Establishment of Quorum
 2. Introduction of Guests
- B. **Acceptance of a Statement of Compliance** with the "Oklahoma Open Meeting Law"
- C. **Discussion** regarding voluntary annexation with annexing district(s) with possible vote to take action, if desired
- D. **Discussion** regarding sharing a Superintendent with another school district with possible vote to take action, if desired
- E. **Motion/vote** to approve attendance of Board Members to workshops
1. THE EFFECTIVE BOARD, OKC, April 29, 2016 – Alberty, Lee and Pugh
 2. NEW/INCUMBENT SCHOOL BOARD MEMBER WORKSHOP, OKC, April 30, 2016 – Alberty, Lee and Pugh
 3. 2016 SCHOOL LAW INSTITUTE, OKC, May 4, 2016 – Alberty
 4. BEING PRESIDENT, OKC, May 7, 2016 – Lee
- F. **Motion/vote** to approve General Fund P.O.'s 80-90
- G. **Motion/vote** to approve and sign payroll check for hourly employee
- H. **Proposed Executive Session** for the purpose of discussing the appraisal of the former Lincoln School property with no action to be taken upon return to open session {25 O.S. 307 (B)(3)} and for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools for the 2016-2017 Fiscal Year so the Board can return to open session and take possible action on approving a contract, if desired {25 O.S. 307 (B)(1)}
1. Vote to convene in executive session
 2. Acknowledge return to open session
 3. Announcement of executive session minutes
- I. **Discussion and Possible Vote** to approve a contract for Superintendent of Schools for the 2016-2017 FY, if desired
- J. **Adjourn**

Name and Title of Person Posting Notice:


Jirmie Sue Miller, Minutes Clerk

Posted before 5:30 p.m. on the 12th day of April, 2016 on the east window of the Administration Building, Grant Public School, 201 North Everidge Street, Grant, OK 74738.

SPECIAL BOARD MEETING MINUTES
GRANT BOARD OF EDUCATION
APRIL 14, 2016
201 NORTH EVERIDGE STREET
GRANT, OK 74738

The notice was filed with the Choctaw County Clerk's Office at 10:15 a.m. on April 12, 2016. The notice and agenda were posted as required by law.

A. Dennis Lee, President, called the meeting to order at 5:30 p.m.

1. Board members present: Dennis Lee
Cathie Pugh
Larry Alberty

Board Members Absent: None

2. Also present: Kathryn Holloway, Jimmie Sue Miller and Guests on Sign-in Sheet

B. Dennis Lee, President, stated the Board is in compliance with the "Oklahoma Open Meeting Law".

C. Mr. Lee explained steps that would need to be taken for voluntary annexation with an annexing school district. He explained there would need to be an election and forms filed with the State Department of Education. He feels that all efforts should be made to keep the Grant School open before taking steps to annex with another district. Mr. Alberty and Ms. Pugh also stated they feel that every effort needs to be made to comply with the requirements of the State Department of Education to keep the School open before annexation is considered. No action was taken.

D. Mr. Lee stated that there has been a recommendation to consider sharing a Superintendent with an annexing school district. The SDE will pay 50% of the Superintendent's salary for 3 years. The three annexing school districts are Soper, Hugo and Fort Towson. The Soper Superintendent has limited experience and Hugo and Fort Towson will have new Superintendents for the 2016-2017 FY. He feels it would be best to have a full-time Superintendent at this time. Mr. Alberty and Ms. Pugh think the School needs a full-time Superintendent. No action was taken.

E. The motion to approve the attendance of Board Members to the following workshops was passed:

1. THE EFFECTIVE BOARD, OKC, April 29, 2016 – Alberty, Lee and Pugh
2. NEW/INCUMBENT SCHOOL BOARD MEMBER WORKSHOP, OKC, April 30, 2016 – Alberty, Lee and Pugh
3. 2016 SCHOOL LAW INSTITUTE, OKC, May 4, 2016 – Alberty
4. BEING PRESIDENT, OKC, May 7, 2016 – Lee

Motion – Lee. Second – Pugh. For: Lee, Pugh and Alberty. None opposed.

F. General Fund P.O.'s 80-90 were reviewed, discussed and approved. Motion – Alberty. Second – Pugh. For: Alberty, Pugh and Lee. None opposed.

GRANT SCHOOL BOARD OF EDUCATION SPECIAL MEETING
APRIL 14, 2016

- G. The motion to approve the Child Nutrition Fund payroll check 146 for Kelli Lara, an hourly employee, was passed. Motion – Lee. Second – Alberty. For: Lee, Alberty and Pugh. None opposed.
- H. 1. The motion to convene in executive session for the purpose of discussing the appraisal of the former Lincoln School property with no action to be taken upon return to open session and for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools for the 2016-2017 Fiscal Year was approved. Motion – Lee. Second – Alberty. For: Lee, Alberty and Pugh. None opposed. Went into executive session at 5:51 p.m.
2. Dennis Lee, President, acknowledged the return to open session at 6:40 p.m.
3. Dennis Lee, President, reported the purpose of the executive session was to discuss the appraisal of the former Lincoln School property and to review applications and interview applicants for the position of Superintendent of Schools for the 2016-2017 FY. Board members present were Mr. Lee, Mr. Alberty and Ms. Pugh. Kathryn Holloway was present at times during the executive session. No action was taken during the executive session.
- I. The motion to contract with Kathryn Holloway as Superintendent of Schools for the 2016-2017 Fiscal Year was approved. Motion – Lee. Second – Pugh. Vote by roll call: Mr. Alberty – Yes; Ms. Pugh – Yes; and Mr. Lee – Yes. None opposed.
- J. The motion to adjourn was approved. Motion – Pugh. Second – Alberty. For: Pugh, Alberty and Lee. None opposed. The meeting adjourned at 6:42 p.m.

Grant Public School

Board of Education
April 07, 2015

RE: MEMORANDUM SUBMITTED BY INTERDISCIPLINARY TEAM TO OSDE REBUTTAL BY JIMMIE SUE MILLER, TREASURER

I, Jimmie Sue Miller, Treasurer for Grant Public School, wish to take this opportunity to offer a rebuttal to some of the statements made in the memorandum submitted to the OSDE.

1. The team states: "They could or would not produce any previous month's board agendas or minutes. They told us that the FBI has all records but when we consulted with the FBI, we were told that they did not have board agendas or minutes." The FBI Receipt for Property Seized, File #46F-OC-6793557, dated 1/28/16, includes Board Meeting Minutes as one of the items seized. (See attached copy.) {Page 4, Paragraph 1 of Memorandum}

2. The team states: "The school treasurer, encumbrance clerk, and Ms. Keeling have or had three of the I-pads. The school treasurer went to Ms. Keeling's home after her death to return Ms. Keeling's I-pad and keys to the school. We asked the school treasurer how she knew Ms. Keeling had a school I-Pad and she would not respond." The TRUTH is the school treasurer did not and has not ever had an I-pad. I do not remember them asking how I knew Ms. Keeling had an I-pad. I DID TELL THEM that I, the treasurer and School Board Minutes Clerk, was asked to contact Ms. Keeling (my niece) and have her return her keys, cell phone and any other items belonging to the Grant Public School to the school. I talked with her the night of the Board Meeting (February 1, 2016) and informed her of the request. She said she would get the items together and bring them to my home the next day. After working at the Grant School the next day (February 2, 2016), I was met by Ms. Keeling at my home. I had gotten her pictures and other personal belongings (upon permission from Mrs. Holloway) from the school and told her I was bringing them to her home. She said she had to go to her son's ranch, she put a box in my car containing things she said belonged to the Grant School, said she would see me later to get her belongings, and left. Later that night, I learned she had gone to the camper on her son's ranch and shot herself. I took the box she had put in my car to the school the next day and gave them to Mrs. Holloway (February 3, 2016). It was only after the box was emptied that I knew what she had and had returned. {Page 4, Paragraph 2 of Memorandum}

3. The team states: "The school treasurer is very familiar with the everyday happenings at the school but said she was not aware of any of the fraud that had taken place at Grant-Goodland. She knew the employees at the school and knew that Tina Byerly was the school board member's niece but said she did not know that Janet Storie was not working. We reviewed the surety bonds and encumbrance clerk and treasure's (sic) points. The treasurer needs to obtain a few points to be in compliance. Grant-Goodland's treasurer is also the treasurer for Fort Towson Public School." FACT: I WAS NOT AWARE OF ANY OF THE FRAUD! I do not know all of the employees at the school and may have met Tina Byerly but would not recognize her. I did

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P.O. BOX 159

GRANT, OK 74738

know she was the niece of Wes Bailey, a Board Member, but she is not related within the second degree of consanguinity or affinity so therefore it was legal for her to be employed by the school. I DID NOT say that I did not know that Janet Storie was not working. I DID say that I did not know that Grant Public School was not supposed to be paying her because she is being paid through a Co-op. Mrs. Storie has contracted with the Ft. Towson School, where I have worked continuously since 1975, and with the Grant School for several years prior to being employed through the contract with the Co-op. I knew she was still working at the school and never did I say that I did not know that fact. It is correct that I lack one and one-half (1.5) points having the 12 points required but I will obtain them prior to June 30, 2016. The fact that I am also the Treasurer for Fort Towson Public School is irrelevant. I have worked in various roles at that school since 1975 and have always had clean audits. I have made mistakes but have always tried to correct them when I was informed of the errors. {Page 4, Paragraph 6}

RE: CORRECTIVE ACTION PLAN FOR CONCERNS
IDENTIFIED DURING MARCH 7, 2016 SITE VISIT

13. Minutes. District personnel refused to produce minutes, agendas, and Board packets. FACT: We did not refuse to produce them. The FBI had taken them and we did not have any to produce. (See Comment 1.)