

OKLAHOMA LEA APPLICATION INSTRUCTIONS

SCHOOL IMPROVEMENT GRANTS 1003(g)

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

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

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

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

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

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

Schools currently receiving the SIG grant are not eligible to apply for this competition.

Additionally, references made throughout the application to school improvement, corrective action, and restructuring, no longer exist under the ESEA Flexibility Waiver for Oklahoma.

SIX INTERVENTION MODELS:

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

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

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

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

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

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

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

NEW MODELS

Evidence-based, whole-school reform model –**Only the approved models listed on United States Department of Education’s webpage can be adopted.** This information can be found at

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. Under the final requirements, an evidence based, whole school reform model: (1) Is supported by evidence of effectiveness, which must include at least one study of the model that (A) Meets What Works Clearinghouse evidence standards with or without reservation; (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding

unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and (c) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section); (2) Is a whole-school reform model as defined in these requirements; and (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Early learning model: Implement each of the following strategies: (A) Offer full-day Kindergarten; (B) Establish or expand a high-quality preschool program (as defined in these requirements); (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions; (3) Replace the principal (although a principal recently hired in the last two years may be retained, if agreed upon by the LEA, SEA, and USDE); (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals; (5) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system; (7) Use data to identify and implement an instructional program; (8) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

TURNAROUND OFFICE(R)

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

Job Description of Turnaround Officer –

- Work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Work closely with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Ensure alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers.
- Provide technical assistance and support to the schools served with SIG 1003(g) funds.

- Liaise between the OSDE, School Support Team Leader(s), central office, and the schools served with SIG 1003(g) funds.
- Meet at least quarterly with OSDE staff to discuss progress of each school served with SIG 1003(g) funds.
- Provide quarterly status reports to OSDE.
- Attend all OSDE required professional development and meetings.

ADDITIONAL OKLAHOMA REQUIREMENTS OF THE 1003(g) GRANT

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

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

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

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

Additionally, LEAs and staff from Priority Schools and Focus Schools will be required to attend Implementation Meetings with representatives from the Oklahoma State Department of Education. These meetings will focus on progress made toward goals, fidelity of implementation of the selected intervention model, and data related to the improvement indicators. At least twice a year, the SEA will conduct a meeting for all SIG cohort groups to provide additional PD and allow networking among all Priority Schools and Focus Schools receiving 1003(g) funds.

REQUIRED APPLICATION COMPONENTS

Instructions for completing the LEA application should be carefully read and followed.

Only complete applications will be submitted to the review team.

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

Required Component/Documentation	Number of Pages
LEA Section	
Application Cover Sheet	1
Assurances	1
Schools to be Served	2
LEA Capacity	Up to 5 pages
LEA Procedures/Policy for External Providers	Attachment
LEA Integration of Services Chart	Up to 5 pages
LEA Modification of Policies and Procedures	Up to 5 pages
LEA Sustainability Efforts	Up to 5 pages
LEA Effective Oversight	Up to 5 pages
LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
LEA Eligibility Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages
School Section (to be completed for each school served)	
Application Cover Sheet	1
School Needs Assessment	Up to 5 pages
School Identification of Intervention Model	Up to 5 pages
School SMART Goals	Up to 5 pages
School Integration of Services Chart	Up to 5 pages
School Modifications of Policies and Procedures	Up to 5 pages
School Sustainability Efforts	Up to 5 pages
School Action Plan for Planning Year One	Up to 5 pages
School Action Plan for Engaging Family and Community	Up to 5 pages
School Action Plan for Selected Model	As Needed
Budget	
LEA Budget Narrative	Up to 5 pages
School Budget Narrative (to be submitted for <i>each</i> school served)	Up to 5 pages each
LEA Summary Budget and Justification Pages	Attachment
School Summary Budget and Justification Pages (to be submitted for <i>each</i> school served)	Attachment

APPLICATION SUBMISSION AND DUE DATE

All grant applications must be received by the Oklahoma State Department of Education no later than Friday, June 19, 2015 at close of business. Grant applications may be submitted electronically*, in person, or via postal mail with original signatures to the contact listed on the Oklahoma LEA application. Grant applications will be screened for completeness upon submission. Complete applications will be forwarded for review. Factors that may hinder application review include, but are not limited to:

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

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

**OSDE strongly prefers to receive an LEA's FY2014 SIG application electronically. The application should be sent as a Microsoft Word document, not as a PDF. The LEA should submit its FY2014 application to beth.steele@sde.ok.gov. In addition, the LEA must submit a paper copy signed by the LEA's authorized representatives to the contact listed on the Oklahoma LEA application.*

All grant applicants will be notified on Friday, August 28, 2015. Applicants may be partially or fully funded, depending on the availability of funds. All decisions made by OSDE are final. Selected applicants must wait until they receive an official award letter before incurring expenditures.

Expenditures incurred before approval are not reimbursable.

APPLICATION RESOURCES

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

APPLICATION REVIEW

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

APPLICATION CONTACTS

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

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

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

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

LEA SECTION

LEA APPLICATION CHECKLIST

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

Required Component/Documentation	# of Pages
LEA Section	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> Assurances	1
<input type="checkbox"/> Schools to be Served	2
<input type="checkbox"/> LEA Capacity	Up to 5 pages
<input type="checkbox"/> LEA Procedures/Policy for External Providers	Attachment
<input type="checkbox"/> LEA Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> LEA Modification of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> LEA Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> LEA Effective Oversight	Up to 5 pages
<input type="checkbox"/> LEA Implementation of Evidenced-Based Strategies	Up to 5 pages
<input type="checkbox"/> LEA Eligibility of Services Under (REAP)/Proposal to Modify one Element of the Turnaround or Transformation Model	Up to 5 pages

APPLICATION COVER SHEET

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

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

Assurances –

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

- B. Sub-grantees will establish annual goals for student achievement on the state’s academic assessments in reading/language arts, mathematics, and graduation rate (if applicable).
- C. Sub-grantees will report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- D. Sub-grantees will ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- E. Sub-grantees will include in any contract with 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).
- F. Sub-grantees will report school level data, including trend data over a number of years in the following areas:
- a. Number of minutes in the school year;
 - b. Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.
 - c. Participation rate by subgroup on state assessments in reading/language arts and mathematics;
 - d. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.
 - e. Percentage of limited English proficient students who attain English language proficiency.
 - f. Dropout rate;
 - g. Graduation rate (if applicable);
 - h. Student attendance rate;
 - i. Number and percentage of students enrolled in advanced coursework or dual enrollment classes;
 - j. Discipline incidents;
 - k. Chronic absenteeism rates;
 - l. Postsecondary student enrollment; and
 - m. Teacher attendance rate.
- G. Sub-grantees will meet the additional Oklahoma requirements of the 1003(g) grant as listed below:
- a. Provide at least 90 minutes per week of protected collaboration time for each teacher to work in Professional Learning Communities;
 - b. Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
 - c. Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

- H. Sub-grantees must utilize the technical assistance of the SEA through SSTL visits and an online integrated planning and coaching tool.
- I. Sub-grantees must commit to attend all required SEA school improvement meetings and conferences including, but not limited to, data reviews and 1003(g) Implementation Meetings.
- J. Sub-grantees must ensure that any school receiving 1003(g) funds that does not receive Title I, Part A funds receives all the state and local funds it would have received in the absence of 1003(g) funds.
- K. Sub-grantees cannot use 1003(g) funds to support district-level activities for schools that are not receiving 1003(g) funds as part of this application.

SCHOOLS TO BE SERVED

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

When completing the Schools to be Served section of this application, LEAs must first list all schools within the LEA that are being served with FY2011, the second chart FY2012, and the third chart FY2013 SIG 1003(g) funds. In the fourth chart, the LEA must list all schools that are eligible to receive FY2014 SIG 1003(g) funds and the selected intervention model for the school, if applicable. If the Priority School is eligible, but is not applying for FY2014 SIG 1003(g) funds, the LEA must check column marked “Will Not Be Served” and include them in the third chart. The LEA must provide specific and detailed information about the lack of capacity to serve all eligible Priority Schools and Focus Schools. LEAs should take into consideration the Capacity Indicators Chart located in the LEA Capacity Section of this document. Address all indicators, as necessary, when claiming lack of capacity.

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

LEA CAPACITY

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

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

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

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

2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority Schools and Focus Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

Indicators	Model(s) of Intervention
<ul style="list-style-type: none"> • The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. 	All Models
<ul style="list-style-type: none"> • If applicable, the LEA has outlined how it will modify one element to meet the intent and purpose of the original element in Title VI Subpart 1 or 2 of Part B (REAP Services). 	Turnaround, and Transformation Models
<ul style="list-style-type: none"> • The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers' unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. 	All Models
<ul style="list-style-type: none"> • Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Compencies.pdf. 	All Models
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. 	All Models
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Compencies.pdf. 	All Models
<ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	All Models
<ul style="list-style-type: none"> • The LEA has developed budgets for each of the years over the period of availability of the grant, not to exceed 5 years, that directly align to the activities and strategies stated in the plan. 	Turnaround, Transformation, Restart, Early Learning
<ul style="list-style-type: none"> • The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success. 	Turnaround, Transformation, Restart, Early Learning
<ul style="list-style-type: none"> • The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School to be served. 	Turnaround, Transformation, Restart
<ul style="list-style-type: none"> • The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible for the day-to-day management of reform efforts at the school level and coordinating with the SEA. 	Turnaround, Transformation, Restart

<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measurable objectives (AMOs) in at least reading/language arts and mathematics. 	Turnaround, Transformation, Restart, Early Learning Model
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent. 	Turnaround, Transformation, Restart, Early Learning
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	All Models
<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools. 	All Models
<ul style="list-style-type: none"> The LEA has demonstrated a commitment to the sustainability of the intervention model after the funding is no longer available. 	Turnaround, Transformation, Restart, Early Learning,
<ul style="list-style-type: none"> The LEA has access and proximity to higher achieving schools, including but not limited to charter schools or new schools for which achievement data are not yet available. 	School Closure
<ul style="list-style-type: none"> The LEA completes the grant application within the timelines set forth in the application. 	All Models
<ul style="list-style-type: none"> Assurances are signed and submitted with the application. 	All Models

LEA PROCEDURES/POLICES FOR EXTERNAL PROVIDERS

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

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

INTEGRATION OF SERVICES

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

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

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

LEA SUSTAINABILITY EFFORTS

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

LEA EFFECTIVE OVERSIGHT

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

LEA EVIDENCE-BASED STRATEGIES

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

LEA’s ELIGIBLE FOR SERVICES UNDER REAP

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

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

SCHOOL SECTION

SCHOOL SECTION CHECKLIST

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

School Section (to be completed for each school served)	
<input type="checkbox"/> Application Cover Sheet	1
<input type="checkbox"/> School Needs Assessment	Up to 5 pages
<input type="checkbox"/> School Identification of Intervention Model	Up to 5 pages
<input type="checkbox"/> School SMART Goals	Up to 5 pages
<input type="checkbox"/> School Integration of Services Chart	Up to 5 pages
<input type="checkbox"/> School Modifications of Policies and Procedures	Up to 5 pages
<input type="checkbox"/> School Sustainability Efforts	Up to 5 pages
<input type="checkbox"/> School Action Plan for Planning Year One	Up to 5 pages
<input type="checkbox"/> School Action Plan for Engaging Family and Community	Up to 5 pages
<input type="checkbox"/> School Action Plan for Selected Model	As Needed

APPLICATION COVER SHEET

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

SCHOOL NEEDS ASSESSMENT

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

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

LEAs must include in the description of the needs assessment:

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

LEA must provide in its summary of the data analysis:

- A summary of the results including strengths, weaknesses, and areas of critical need as evidenced by the data; and
- The provided summary chart showing the results of the needs assessment.

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

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

Turnaround Model

- How will the LEA select a new leader for the school, and what experience, skills, and training will the new leaders possess?
- How will the LEA assign effective teachers and leaders to the lowest achieving schools?

- How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
- How will staff replacement take place?
- What supports will be provided to staff being assigned from other schools?
- What are the budgetary implications of this model?
- What is the LEA's capacity to execute and support this model?
- What changes in operational practice must accompany the infusion of human capital?

Restart Model

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

Transformation Model

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

School Closure Model

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

Early Learning Model

- How will the LEA select a new leader for the school and what experience, training, and skill will the new leader be expected to possess?

- How will the LEA enable the new leader to make staff replacements?
- What is the LEA's capacity to support the early learning model?
- What changes in policies and procedures must accompany the early learning model?
- What changes in operational practice must accompany the early learning model; and, how will these changes be implemented and sustained?

Evidence-Based, Whole-School Reform Model

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

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

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

SCHOOL SMART GOALS

LEAs must establish annual goals for each of the years over the period of availability of the grant, not to exceed 5 years, for each Priority School and/or Focus School in the areas of reading, mathematics, and graduation rate (if applicable). These goals should identify the desired increase in student achievement and will focus the entire school on improvement activities. These goals should also be SMART:

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

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

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

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

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

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

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

Examples of SMART Goals –

- The percentage of all students in Grades 3-5 at Anytown Elementary who score satisfactory or above in reading on the Oklahoma Core Curriculum Test (OCCT) will increase from the current 67% to 75% in the 2015-2016 school year, as evidenced by 75% or more of students scoring proficient or better on weekly standards-based assessments.

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

On the application, the LEA must identify annual SMART goals for each of the years over the period of availability of the grant, not to exceed five years, for each Priority School and/or Focus School in the areas of reading and mathematics in the All Students subgroup. The LEA must also provide a written rationale for the established goals as they relate to the comprehensive needs assessment. High schools must also include annual SMART goals for graduation rate for each of the years over the period of availability of the grant, not to exceed five years.

SCHOOL INTEGRATION OF SERVICES CHART

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

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

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

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

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

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

SCHOOL SUSTAINABILITY EFFORTS

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

SCHOOL ACTION PLAN FOR PLANNING YEAR ONE

According to Section J of the Guidance on FY2010 School Improvement Grants, allowable activities for pre-implementation include but are not limited to:

- Family and Community Engagement Activities
- Rigorous Review of External Providers
- Staffing
- Instructional Programs (i.e., remediation and enrichment)
- Professional Development and Support
- Preparation for Accountability Measures

Proposed expenditures will be reviewed and determined as allowable if they 1) directly relate to the full and effective implementation of the intervention model; 2) address the needs identified by the LEA

in the comprehensive needs assessment; 3) advance the overall goal of the SIG program and support the school goals as indicated in the SIG application; 4) represent a meaningful change that will help improve student achievement; 5) are supported by scientifically based research; 6) are reasonable and necessary as defined in the general cost principals governing the SIG program; and 7) are supplemental and in no way supplant funds.

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

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

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

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

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

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

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

The LEA must submit for each school to be served a yearly action plan for each of the years over the period of availability of the grant, not to exceed 5 years, for the selected intervention model. This action plan includes the required components of the selected model, the action steps the school plans to take to meet the requirements of the model, a timeline for the actions, and identification of the person(s) responsible to carry out the action steps. These action plans must include specific and detailed information regarding the LEAs commitment to implement the selected intervention model with fidelity.

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

APPLICATION INSTRUCTIONS SCHOOL IMPROVEMENT GRANTS 1003(g)

BUDGET SECTION

BUDGET SECTION CHECKLIST

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

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

LEA BUDGET NARRATIVE

The LEA budget narrative must describe, in detail, the needs of the LEA for district level SIG activities, a description of the proposed initiatives, services, and/or materials, and the commitment of the LEA to timely distribution of funds for each of the years over the period of availability of the grant, not to exceed five years. The LEA budget narrative must also describe how the LEA will meet and fund the additional requirements of the grant:

- LEA may establish at the school site an FTE (the percentage of FTE will be contingent upon LEA capacity) for a school based Turnaround Office or Turnaround Officer(s) that will be responsible for the day-to-day management of reform efforts at the site level and coordinate and communicate with the SEA.
- Provide oversight and monitoring of school implementation of intervention model(s).

SCHOOL BUDGET NARRATIVE

The LEA must provide a budget narrative for each Priority School and/or Focus School to be served. The budget narrative must describe, in detail, the needs of the school to fully implement the intervention model and a detailed description of the proposed initiatives, services, and/or materials. The school budget narrative must also describe how the school will meet and fund the additional requirements of the grant:

- Provide at least ninety (90) minutes of protected collaboration time per week for each teacher to work in professional learning communities;
- Provide at least five (5) days of site based training **and** a five (5) day teacher academy or institute for each teacher in each school to be served; and
- Provide additional training for new teachers that join turnaround schools after the start of implementation of the selected intervention model on the requirements of the 1003(g) grant, chosen intervention model, and initiatives to support school improvement efforts.

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

LEA SUMMARY BUDGET AND JUSTIFICATION

**Note: The period of availability of FY2014 school improvement funds for SEA and all of its LEAs is through September 30, 2020.*

2015-2016-Planning

2016-2017-Full Implementation

2017-2018-Full Implementation

2018-2019-Full Implementation

2019-2020-Sustainability

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

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

SCHOOL SUMMARY BUDGET AND JUSTIFICATION

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

On the specified justification page, the LEA must include any activities budgeted in OSDE FY2016 for the purpose of pre-implementation. Activities included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2013 School Improvement Grants.

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

PLANNING YEAR ONE BUDGET

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

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

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**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)**

LEA SECTION

Legal Name of Applicant: Briggs Public Schools	Applicant's Mailing Address: 17210 South 569 Road Tahlequah, OK 74464-1812
Local Educational Agency Contact for the School Improvement Grant Name: Stephen R. Haynes Position and Office: Superintendent Contact's Mailing Address: 17210 South 569 Road Tahlequah, OK 74464-1812 Telephone: 918-456-4221 ext. 108 Fax: 918-456-4049 Email address: shaynes@briggs.k12.ok.us	
Superintendent (Printed Name): Stephen R. Haynes	Telephone: 918-456-4221 ext. 108
Signature of the Superintendent X_____	Date:
The Local Educational Agency (LEA), through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grant (SIG) program, including the assurances contained herein.	

ASSURANCES FOR OKLAHOMA LEA APPLICATION

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

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

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

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

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

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

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

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

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

- I. Sub-grantees cannot use 1003(g) funds to support district-level SIG activities for schools that are not receiving 1003(g) funds as part of this application.
- J. Sub-grantees will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends. Sub-grantees will also provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

Signature of Superintendent

Date

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

Note: All schools are priority schools.

Schools Served with FY2011 SIG funds:

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

Schools Served with FY2012 SIG Funds (add more rows as needed)

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

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

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

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

School Name	NCES ID #	INTERVENTION MODEL								
		Priority	Focus	Turnaround	Restart	School Closure	Transformation	Early Intervention	Whole School Reform	Will Not be Served
Briggs Public School	400543000192	X							X	

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

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

LEA CAPACITY

In the chart below, provide detail of the LEA’s capacity to address the required indicators below. Be specific and thorough in the narrative, providing evidence the LEA has the capacity to implement the selected intervention model with fidelity.

Indicators	LEA Narrative
<ul style="list-style-type: none"> The LEA has outlined its design and implementation activities for each intervention model. A detailed and realistic timeline has been established. The person/title of the position providing leadership for each requirement of the intervention has been determined. 	<p>Briggs Public School will be implementing the Evidence-Based, Whole-School Reform Model. Design and implementation activities and a detailed timeline are provided. Success for All (SFA) was selected as the USDE approved provider of the Whole-School Reform Model. Leadership and intervention staff and/or positions have been identified. Training, materials, and other resources have also been identified for the program.</p>
<ul style="list-style-type: none"> The LEA receiving Title VI, Subpart 1 or 2 of part B funding, has outlined how it will modify one element of the turnaround or transformation model and the modification meets the intent and purpose of the original element if applicable. 	<p>Not Applicable</p>
<ul style="list-style-type: none"> The LEA has demonstrated that it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers’ unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design. 	<p>LEA staff, parents, students, and community and tribal members have been actively involved in identifying the needs of the LEA, choosing the Whole-School Reform Model, and developing the design parameters in consultation with Success For All. Data showed a critical need for improvement in the areas of reading and math. A planning committee was formed and the decision made to pursue SIG funding. Based on feedback, the Whole-School Reform Model was chosen as most appropriate, and Success For All (provider) offering the best opportunity for success.</p>
<ul style="list-style-type: none"> Staff with the credentials and capacity to implement the selected intervention successfully has been identified. More information 	<p>The staff at Briggs Public School is 100% highly</p>

<p>regarding school turnaround teacher competencies can be found on the Public Impact Web site at http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Competencies.pdf.</p>	<p>qualified. Of 36 faculty, 13 have Master's Degrees and experience ranging from 7 to 39 years (21 with 20+ years of experience). Two administrators also have Master's Degrees and 20 plus years of experience. The person selected as our Turnaround Officer (not yet identified) will meet the competencies as outlined in Public Impact. We are confident that we will employ a highly-motivated, effective, organized, and determined individual that can monitor the program for success. This individual will also serve as the coordinator for Success for All activities.</p>
<ul style="list-style-type: none"> • The ability of the LEA to serve the identified Priority Schools and/or Focus Schools has been addressed. 	<p>Briggs is a single-site district and has one Priority School (Briggs Public School) that will be served with SIG funds. The LEA has the capacity to serve this site.</p>
<ul style="list-style-type: none"> • The ability to recruit new principals with the necessary credentials and capacity has been demonstrated. More information regarding school turnaround leader competencies can be found on the Public Impact Web site at http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf. 	<p>Not applicable under the Whole-School Reform Model. While new principal recruitment is not necessary, the existing principal (George Ritzhaupt) has the necessary credentials and capacity to be effective. The principal is committed to data use, changes where needed, staff replacement if necessary, and developing a vision for success. In addition, the principal will receive intensive professional development and support through the Leading for Success process provided by Success For All.</p>
<ul style="list-style-type: none"> • The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model. 	<p>A planning process was conducted with the initial needs assessment, identification of</p>

	<p>model, and identification of Success For All as the specific partner for the Whole-School Reform Model. Guidance and assistance from the Oklahoma State Department of Education (OSDE) was vital in the early planning stages. Collaboration with school staff, parents/guardians, and other stakeholders was included in the planning process. Detailed planning is further evidenced in the Action Plan demonstrating support for implementation of the model.</p>
<ul style="list-style-type: none"> The LEA has developed budgets during each of the years over the period of availability of the grant that directly align to the activities and strategies stated in the plan. 	<p>Budgets have been developed for Planning Year 1 and Years 2-5 covering the SIG grant application period. Details and justifications are provided in the attached budget pages and throughout the application (especially in the Action Plan section). Budgets were developed from outside vendor quotes, salary schedules, and estimated expenses. Items budgeted include salaries and benefits/burdens (Turnaround Officer/SFA Facilitator, Reading Coach, Math Coach, Tutors), PD stipends, training services and registrations, technology services, travel expenses, and programming supplies and materials.</p>
<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. 	<p>A Turnaround Officer/SFA Facilitator will be housed on-site. This full-time employee will be responsible for the day-to-day monitoring of the program. In addition, OSDE personnel will provide periodic monitoring and assistance. Success for All (SFA) representatives will provide regular interaction, feedback,</p>

	and monitor the program to ensure it is implemented with fidelity. Student achievement data will be continually monitored and data walls implemented for instructional staff. Staff will also be monitored and evaluated under the TLE Marzano Model.
<ul style="list-style-type: none"> The LEA has plans to adopt alternative/extended school-year calendars that add time beyond the instructional day for each identified Priority School and/or Focus School to be served. 	The LEA will offer extended day (2.5 hours/day) and summer programming if awarded the SIG grant. The LEA is committed to providing intensive reading and math instruction/tutoring in this setting. Transportation will be provided to maximize the number of students who can participate. In addition, extra instructional time will be added for reading and math by altering/eliminating other course offerings.
<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. 	The Turnaround Officer will share duties as the Success For All Facilitator. The individual will be a 1.0 FTE employee with approximately .5 FTE as Turnaround Officer and .5 FTE as Success For All Facilitator.
<ul style="list-style-type: none"> The LEA has made a commitment to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make annual measureable objectives (AMOs) in at least reading/language arts and mathematics. 	Briggs will provide a minimum of 90 minutes per week for teacher collaboration focusing on improving student achievement and proficiency. This will also support the LEA goal of PLC's (Professional Learning Communities) and the Success for All model. Other avenues will also be addressed to find additional collaboration time.
<ul style="list-style-type: none"> The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools. Turnaround office staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand 	Due to the timing of this grant application, a specific Turnaround Officer has not been identified at this time. The LEA is seeking an

<p>the scope of comprehensive reform strategies required as a part of a implementing a SIG model. The Turnaround Office(r) must also demonstrate that they communicate regularly with the LEA administrative team, including the LEA Superintendent.</p>	<p>individual that is highly knowledgeable, dedicated to school improvement, aware of culture and climate, and focused on whole-school reform especially in the areas of reading and math instruction. The individual will most likely will come from outside the LEA and be a new employee.</p>
<ul style="list-style-type: none"> The LEA has demonstrated, through past grant applications, that they have sound fiscal management with limited audit findings. 	<p>The LEA has previously been awarded numerous grants with no known audit findings.</p>
<ul style="list-style-type: none"> The LEA has completed a self-assessment of its own capacity to design, support, monitor, and assess the implementation of the models and strategies that it selects for its Priority Schools and/or Focus Schools. 	<p>Based on the identification of the Whole-School Reform Model and SFA (provider) through the results of a needs assessment of staff, students, parents/guardians, and community/tribal members, the LEA staff conducted a self-assessment. It was determined that the LEA has the capacity to successfully design, support, monitor, and assess the implementation of the model in partnership and collaboration with Success for All upon SIG funding.</p>
<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. 	<p>The LEA is committed to sustaining the Whole-School Reform Model in partnership with Success For All at the conclusion of SIG funding. The funding need will be greatly reduced at the end of the SIG grant period, but the LEA will utilize other federal program funds (Titles I, II, VI, and VII), and other state and local funds to continue and sustain the program.</p>
<ul style="list-style-type: none"> The LEA completed the grant application within the timelines set forth in the application. 	<p>The LEA has followed the SIG application timeline.</p>
<p><i>Only For LEAs implementing School Closure</i></p>	
<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. 	<p>Not Applicable</p>

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

1. Notify the LEA of the SEA’s decision and require the LEA to provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. Provide technical assistance and support to the LEA to increase capacity to serve eligible Priority Schools.
3. Require the LEA to submit a revised LEA application including the eligible schools. LEAs will have a two-week time period in which to submit an amended application.

LEA PROCEDURE/POLICIES FOR EXTERNAL PROVIDERS

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

- The LEA does not have a written procedure/policy to recruit, screen, and select external providers.
- The LEA has a written procedure/policy to recruit, screen, and select external providers and a copy is attached to this application.

Provide in the space below a detailed justification for the selection of providers that includes the following information:

- Documentation of research proven history of success working with the LEA, school or particular population;
- Alignment of external provider and existing LEA services or initiatives; and
- Capacity of external provider to serve the identified Priority Schools and/or Focus Schools and their selected intervention models.
- Data-based evidence of success working with similar populations.

The Briggs Public School District (LEA) has chosen to partner with the Success for All Foundation (SFAF) to implement their U.S. Department of Education approved Evidence-Based, Whole-School Reform Model because of their well-documented and long history of success working with high-poverty student populations, similar to that of our PreK-8 site, Briggs Public School.

SFAF, headquartered in Baltimore, Maryland, is a nonprofit organization with 216 employees that is dedicated to the development, evaluation, and dissemination of educational programs with a strong research base for preschool, elementary, middle, and high schools, especially those serving many children considered at risk. The Success for All Foundation, in partnership with Johns Hopkins University, was officially founded in 1998. SFAF offers high-quality, research-proven educational programs to increase student learning and achievement with a special focus on cooperative learning. Success for All (SFA) programs have been used in schools for more than 25 years by more than 2 million students. SFAF currently serves more than 500

schools in at least 47 states, including schools in large urban districts, rural schools, and on Indian reservations. Most SFA schools include many economically disadvantaged children qualifying for free lunches.

Success for All has been researched by over thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

Success for All's Whole-School Reform Model has also led to notable increases in achievement for schools serving Native American students. For example, Indian Oasis Elementary School, located southwest of Tucson, Arizona, serves children of the Tohono O'odham Nation from pre-kindergarten through grade 12. Of the 476 Native American students who attend, 98% of them qualify for free and reduced-price lunch. In 2011, Indian Oasis received federal funding from the School Improvement Grants (SIG) program and began implementing Success for All. Prior to implementation the school fell among the lowest 5% of schools in Arizona. Only 18% of students in grades 3–5 passed the AIMS reading tests. On the most recent tests, 63% of children passed AIMS in reading.

(http://www.successforall.org/SuccessForAll/media/PDFs/410572017_IndianOasis_web.pdf)

Success for All's Whole-School Reform Model aligns closely with many of the existing programs and activities that have been recently implement by the Briggs Public School District. Extended

day programming has been a cornerstone of the LEA for several years and continued beyond 21st Century Grant funding, though services have been reduced due to funding declines. The SFA Whole School Reform Model will capitalize on that existing service and strengthen the program with more intensive and directed instruction in reading and math. In addition, a small summer school program is traditionally offered for struggling reading and math learners that will correlate nicely with SFA programming. The addition of SIG funding, in cooperation with SFA, will allow for the expansion of summer programming providing more effective outreach for all learners. Ongoing professional development activities will also benefit from an infusion of high quality, research-based activities from Success For All. Professional Learning Communities (PLC's) that are data-driven should become a reality under the guidance and direction of SFA.

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	<ul style="list-style-type: none"> • Provide Pre-Kindergarten program including three teachers and teacher assistants as needed. Pre-Kindergarten program will consist of a program of instruction providing language and literacy, mathematics, and interpersonal skills to students prior to mandatory Kindergarten enrollment that establishes a foundation for learning in the early years. • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition. • Provide needed services for homeless and/or migrant children.
Title II, Part A (as Title VI, Part B-REAP)	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and

	Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition.
Title III, Part A	<ul style="list-style-type: none"> • Not Applicable
Title VI, Subpart 1 or 2 of Part B, if applicable <ul style="list-style-type: none"> • Subpart 1, Small, Rural School Achievement Program (Federal Direct) 	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition.
Other Federal Resources <ul style="list-style-type: none"> • Title VII (Indian Education) 	<ul style="list-style-type: none"> • Assist with literacy intervention programming to assist those students who are at-risk or failing to meet grade-level expectations in literacy. • Assist in providing a Reading Specialist to provide small group and individualized instruction to struggling students in a pull-out program. The program and instructor will be evaluated annually to determine effectiveness and sustained based on the availability of funding. State assessments and benchmark assessments will also be used in the evaluation of the program. • The provision of literacy intervention is necessary to support a culture of high expectations for all students - even those faced with challenges in their skill acquisition. The ability to provide support to those students in need is essential in fostering a culture and climate conducive to the learning process.
Other Federal Resources <ul style="list-style-type: none"> • IDEA Part B Flow-Through • IDEA Part B Preschool 	<ul style="list-style-type: none"> • Speech Pathologist, Paraprofessionals, services, and materials and equipment provided through IDEA funds. Coordination of services for SPED students within framework of Success for All program.

<p>Other Federal Resources</p> <p>Child Nutrition Program</p> <ul style="list-style-type: none"> • After School Snack Program • Summer Food Service Program 	<ul style="list-style-type: none"> • Child Nutrition Program will participate in and provide an After School Snack Program (ASSP) for students in an extended-day setting. This will assist students as they participate in after-school supplemental reading and math instruction. • Child Nutrition Program will sponsor and participate in the Summer Food Service Program (SFSP). Provide breakfast and lunch for students in need of remediation and support through a Summer School program focusing on literacy and mathematics instruction.
<p>State Resources</p> <ul style="list-style-type: none"> • Reading Sufficiency Act (367) • Summer Reading Academy (366) 	<ul style="list-style-type: none"> • Assist with literacy intervention programming to assist those students who are at-risk or failing to meet grade-level expectations in literacy.
<p>State Resources</p> <ul style="list-style-type: none"> • Professional Development (311) 	<ul style="list-style-type: none"> • Assist in provision of professional development activities that will implement with fidelity the key provisions of the Success for All framework. Items that may be included are: registration fees, stipends, materials, and travel expenses.
<p>State Resources</p> <ul style="list-style-type: none"> • State Textbook (333) 	<ul style="list-style-type: none"> • Assist in the provision of state-approved textbooks that fit within the Success for All framework, especially due to the likelihood of new State Standards and new approved curriculum.
<p>State Resources</p> <ul style="list-style-type: none"> • Alternative Education 	<ul style="list-style-type: none"> • Cooperative effort with Tahlequah Public Schools (LEA) to provide alternative education programming for affected students.
<p>Local Resources</p> <ul style="list-style-type: none"> • Boys and Girls Club of Tahlequah (Briggs Unit) 	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition. Additional recreational programming also provided.
<p>Local Resources</p> <ul style="list-style-type: none"> • KI BOIS Community Action Foundation, Inc. 	<ul style="list-style-type: none"> • Head Start Program and Pre-Kindergarten collaboration. KI BOIS provides one teacher assistant and other

	resources in a collaborative Pre-Kindergarten classroom.
Local Resources <ul style="list-style-type: none"> All other funds 	<ul style="list-style-type: none"> Provide resources and assistance as needed.

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.

Briggs Public School District will make the following modifications to policies and/or procedures:

- *Modify the school calendar to include additional professional development days.*
- *Develop class schedules that provide teachers a minimum of 90 minutes for collaboration each week.*
- *Modify class schedules to allow additional instructional time for reading and mathematics instruction.*
- *Implement a late start and/or early release in year 2 for more collaboration.*
- *Develop regulations and procedures for extended day and summer school programming.*

A School Reform Council has been formed during the development of this grant application. The Council will meet monthly to monitor the progress of the program and to address concerns that may arise. The Council will act in coordination with and the support of the Success for All Foundation. Current members and additional positions (if funded) of the School Reform Council include:

- *Superintendent: Stephen R. Haynes*
- *Principal: George Ritzhaupt*
- *Turnaround Officer/Success for All Facilitator: yet to be named*
- *SFA Schoolwide Solutions Coordinator/Counselor: Candice Davis-Garcia*
- *Reading Specialist: Chastity Hicks*
- *Reading Coach: yet to be named*
- *Math Coach: yet to be named*
- *Teacher: Pamela Bacon*
- *Teacher: Janet Pickens*
- *SPED Director: Laura James*
- *Parent: Amanda Petree*
- *Parent: Roberta Studie-Maize*
- *Board Member/Community: Billy Gibson*

No specific policies and procedures were identified that might inhibit effective implementation of the Evidence-Based, Whole-School Reform Model and the chosen provider, Success For All. Policies and procedures are in place regarding requisitions, purchasing, service providers/contracts, employment, evaluation, and staff/student duties and responsibilities. Any modification to existing policies and procedures will be made as needed for successful

implementation of the SIG grant. In addition, any new policies and/or procedures that are needed will be approved and implemented upon consultation with the LEA attorney and presentation to the Board of Education.

LEA SUSTAINABILITY EFFORTS

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

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

*The Briggs Public School District is a small, rural, high poverty, high minority district with a single PreKindergarten to 8th Grade site – Briggs Public School. The site does not exist within the incorporated limits of any town or city, but rather is a true rural setting. Several distinct communities are represented and lie (at least partially) within the district boundaries including Briggs, Eldon, Welling, and Tahlequah. The district recently passed the first construction bond issue in school history with overwhelming support (+76%). Constituents excitedly await the construction a new elementary building (for grades 1-3) with a planned opening in the fall of 2016. The faculty and staff are a cohesive unit with very low turnover as evidenced by the number of years staff spend in the district. The district took steps to involve all **stakeholders** during the planning phase for selecting Success for All as an evidence based, whole-school reform model. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community/tribal members to determine the priorities of the district. A planning team was formed to analyze the results of the needs assessment and provide direction in the pursuit of a School Improvement Grant. This planning team eventually evolved into the newly created School Reform Council to provide leadership during the implementation of the Whole-School Reform Model with Success for All as a partner. Briggs will continue to coordinate with these stakeholders through meetings, surveys, family/community events, and other measures for the term of this grant and beyond to insure the sustainability of the progress achieved. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)*

***Transition plans** are in place that address and delineate the roles of those in leadership positions, should there be a change in individuals. In addition, Success for All provides ongoing*

training for current and new leadership positions. The partnership with SFA strengthens and helps create seamless transitions should they arise. Success for All also is a form of “Train the Trainer” regarding instructional approaches to reading and math. Any new instructional staff will benefit from peer coaching and be supported by intensive introductory professional development provided by the district and SFA. Any first-year staff and/or intern teachers will also be supported by staff from the Northeastern State University College of Education, which is located nearby in Tahlequah. Continued direction and oversight that will assist with any transitions will be the responsibility of the newly formed School Reform Council.

The Success for All Foundation will provide robust **professional development** over the course of the SIG grant to enable Briggs Public School to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The level of professional development tapers off during the five years of the SIG grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, Briggs Public School will exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support if they are achieving their accountability goals. It is expected that Briggs Public School will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF. Beyond the five years of the SIG grant Briggs Public Schools will continue to partner with SFAF to provide this refinement level of professional development and support. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

As previously mentioned, Briggs will develop and modify class schedules, so that instructional staff are provided a minimum of 90 minutes for **collaboration** each week. In year 2, a late start and/or early release will be initiated to allow for even more collaboration. Further collaboration will be an integral part of the extensive and timely delivery of professional development. This will aid in the district goal of the formation and implementation of PLC’s (Professional Learning Communities). Collaboration activities will include the support for team teaching and other collaborative activities. Success for All will support and encourage collaboration as part of the Whole-School Reform Model. As a part of implementing Success for All’s Whole-School Reform Model, Briggs Public School will use SFA’s Member Center, an **online tool** for data collection, **planning, and coaching**. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Briggs Public School utilizes ALCA (Aurora Learning Community Association) **data collection** and management tools. ALCA tools provide data and standards warehouses, and a curriculum and assessment resource locker. The ALCA “Comprehend” tool is a versatile resource that allows staff to analyze state, benchmark, formative, and survey data. The data collected is then sorted and categorized for placement on each individual teacher’s data wall. Further data walls congregate data for different grade levels and the school as a whole. Success for All coaches will work with Briggs Public School staff to review and analyze this data, set goals, and create action plans to ensure student achievement (See Evidence-Based, Whole-School Reform Model: Description of the Implementation). Additional data on teacher and administrator performance

will be collected as part of the evaluation for Teacher and Leader Effectiveness utilizing both the Marzano Teacher and Leader models.

*After the five year term of the SIG grant has ended, the Briggs Public School District will seek to secure **other funding sources** to continue efforts under the Whole-School Reform Model and continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I, Title II (as REAP), Title VI (REAP), Title VII (Indian Education), and other state/local funds that are available.*

*The **schoolwide plan** is currently approved by the Oklahoma State Department of Education, but will undergo revision based on elements of the SIG grant application and as part of the new application process in the OSDE Grants Management System. The goals and action steps as outlined in the Success for All Whole-School Reform Model (See Evidence-Based, Whole-School Reform Model: Description of the Implementation and Action Plan) will be incorporated into the revised schoolwide plan. The newly formed School Reform Council will undertake the task of revising the schoolwide plan and addressing the goal and action steps that need to be taken.*

LEA EFFECTIVE OVERSIGHT

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

- Collaboration with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the School Improvement Grant.
- Collaboration with the principal and the central office to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.
- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.
- Manage delivery of services from external providers. Provide technical assistance and support to the schools served with SIG 1003(g) funds.
- Collaboration with OSDE on implementation and progress of chosen model.

A Turnaround Officer has yet to be specifically identified based on the timing of this grant application. The Turnaround Officer will most certainly come from outside the district and be a new employee. The individual sought should possess a minimum of a Master's degree, demonstrate past experience in leading school reform efforts, be an effective leader, show examples of collaboration and dedication to the craft, and possess a vision for whole-school reform. It is hopeful that the Turnaround Officer can be hired during Planning Year 1, though challenges may exist due to the late award date.

The Turnaround Officer will be responsible for the day-to-day management, oversight, and monitoring of the implementation of the Success for All Whole-School Reform Model. The Turnaround Officer will collaborate with the Superintendent (Stephen R. Haynes) to ensure that district resources are provided and available for support and implementation of the

program. Collaboration with the School Reform Council will also be essential in addressing district support of the chosen model.

The Turnaround Officer will collaborate with the Principal (George Ritzhaupt) and central office staff on a continual basis to ensure program success. Both immediate and long-term needs and solutions for efficacy of the SFA Whole-School Reform Model will require collaboration and support from the school staff. Progress of implementation, goals, and the action plan will be shared by the Turnaround Officer and input and feedback provided by the school staff. It will be the responsibility of the Turnaround Officer and Briggs Public School administrative staff to identify any potential barriers to successful implementation, and to work collaboratively to remove any such barriers.

The Turnaround Officer will be further responsible for aligning those activities outlined in the School Improvement Grant with other district initiatives (extended day programming, PLC's, professional development endeavors, ALCA data management) to foster a seamless learning and working environment. The Turnaround Officer will work hand-in-hand with the Success for All Foundation (as he/she will also serve as the SFA facilitator) to effectively implement the SFA Whole-School Reform Model.

The Turnaround Officer, as the Success for All facilitator, will be in direct contact with Success for All staff and be responsible for most communication with SFA. The Officer will manage the materials, services, and activities as provided by Success for All and seek support from SFA where needed. The Officer should actively participate in and pursue all benefits and resources that are available from Success for All. The Officer will coordinate SFA visits and conferences in support of the program.

In addition, the Turnaround Officer will collaborate with staff from the Oklahoma State Department of Education in the implementation of the Success for All Whole-School Reform Model. The Turnaround Officer will maintain communication with OSDE staff and keep them updated on the progress of the program. The Officer will consult, meet, and provide information with OSDE staff as requested.

LEA IMPLEMENTATION OF EVIDENCED BASED STRATEGIES

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

- Researched and analyzed sources of data to support the selection of the evidence-based strategy(s).
- Person responsible for the implementation of the evidence-based strategy(s), and the timeline;
- Strategic plan is in place for professional development to implement the evidenced-based strategy(s);

- Alignment between the activities of the School Improvement Grant, district initiatives, and external providers.

The Briggs Public School District proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 8th grade in the Briggs Public School. Success for All is one of the evidence-based, whole-school reform models identified by the United States Department of Education (<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>). The What Works Clearing House has found that Success for All has “positive effects on alphabets, mixed effects for comprehension, and potentially positive effects on general reading achievement” with a Extent of Evidence rating of “Medium to Large”. One study of Success for All met the What Works Clearinghouse (WWC) evidence standards and six studies met WWC evidence standards with reservations. The studies included nearly 4,000 students attending more than 70 elementary schools across the United States. (<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=496>)

Additionally, SFA has been researched by over thirty institutions for more than two decades. Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education’s Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the “Strongest Evidence of Effectiveness” (Borman, Hewes, Overman, and Brown, 2003).

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).

Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).

In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).

Success for All’s whole-school reform model has also led to notable increases in achievement for schools serving Native American students. For example, Indian Oasis Elementary School, located southwest of Tucson, Arizona, serves children of the Tohono O’odham Nation from pre-kindergarten

through grade 12. Of the 476 Native American students who attend, 98% of them qualify for free and reduced-price lunch. In 2011, Indian Oasis received federal funding from the School Improvement Grants (SIG) program and began implementing Success for All. Prior to implementation the school fell among the lowest 5% of schools in Arizona. Only 18% of students in grades 3–5 passed the AIMS reading tests. On the most recent tests, 63% of children passed AIMS in reading. (http://www.successforall.org/SuccessForAll/media/PDFs/410572017_IndianOasis_web.pdf)

The Turnaround Officer, also serving as the SFA facilitator, will be responsible for the implementation of Success for All as a Whole-School Reform Model in the Briggs Public School District. This individual has yet to be identified, but a description of the characteristics sought has been discussed earlier.

A detailed strategic plan for professional development and timeline for implementation has been developed (See Evidence-Based, Whole-School Reform Model: Description of the Implementation) for the Briggs Public School District. The professional development plan developed in corroboration between Success for All and Briggs is intensive, focused, and sustaining.

The Turnaround Officer will be responsible for aligning those activities outlined in the School Improvement Grant with other district initiatives (extended day programming, PLC's, professional development endeavors, ALCA data management) to foster a seamless learning and working environment. The Turnaround Officer will work hand-in-hand with the Success for All Foundation (as he/she will also serve as the SFA facilitator), the external provider, to effectively implement the SFA Whole-School Reform Model.

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

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

Eligible, but no modification desired. Not Applicable.

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)**

SCHOOL SECTION

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

School Name: Briggs Public School Address: 17210 S 569 Rd Tahlequah, OK 74464-1812	SIG Site Contact: Stephen R. Haynes Name & Position: Superintendent Phone#: 918-456-4221 Email Address: shaynes@briggs.k12.ok.us
Grade levels enrolled (SY14-15): PK-8	Number of Students Enrolled (SY14-15): 496

Title I Status:	
<input checked="" type="checkbox"/> Schoolwide Program	
<input type="checkbox"/> Targeted Assistance Program	
<input type="checkbox"/> Title I Eligible School	
Intervention Model Selected:	
<input type="checkbox"/> Turnaround Model	
<input type="checkbox"/> Closure	
<input type="checkbox"/> Restart	
<input type="checkbox"/> Transformation	
<input type="checkbox"/> Early Learning	
<input checked="" type="checkbox"/> Evidence-Based, Whole-School Reform	
Amount the LEA is requesting from FY2014 SIG 1003(g) funds School Improvement Funds for the next five years.	
Year 1: SY 2015-16	\$99,111.00
Year 2: SY 2016-17	\$532,833.00
Year 3: SY 2017-18	\$396,781.00
Year 4: SY 2018-19	\$373,136.00
Year 5: SY 2019-20	\$373,136.00
Total Amount of Funding Requested for this School	\$1,774,997.00

SCHOOL NEEDS ASSESSMENT

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

Briggs Public School, an elementary site offering grades PreK-8, has been identified as a Priority School. It was previously identified as a Focus School. The school is a small, rural, high poverty, high minority site. The site does not exist within the incorporated limits of any town or city, but rather in a true rural setting. Several distinct communities are represented and lie (at least partially) within the district boundaries including Briggs, Eldon, Welling, and Tahlequah.

The school took steps to involve and consult with all stakeholders during the planning phase for the SIG application. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community/tribal members to determine the priorities of the district. A planning team was formed to analyze the results of the needs assessment and provide direction in the pursuit of a School Improvement Grant. This planning team eventually evolved into the newly created School Reform Council to provide leadership during the implementation of the Whole School Reform Model with Success for All as a partner.

Upon completion of the needs assessment, additional data was gathered and analyzed by the planning team that included student demographics, staff and student attendance, discipline referrals, parent participation, staff and parent surveys, notes and minutes from teacher and parent meetings, JOM and Indian Education Committee (IEC) notes and minutes, and student achievement. Student achievement data included OCCT results, EOI results (Algebra I only), Study Island benchmark assessments, ALCA data management, Literacy First assessments, and Renaissance Learning reading and math assessments.

It was evident to the planning committee and stakeholders involved that the school was failing in the areas of reading and math, and in need of improvement. While data showed that students fared moderately well in the early years, the proficient to non-proficient ratio progressively got worse as students moved from one grade level to the next. This was evident when looking at historical data as well. There appeared to be a systemic breakdown in reading and math instruction and student skills acquisition.

Stakeholders serving on the planning committee determined that corrective action was needed in the areas of instructional delivery methods, community/parent involvement and support, and intensive professional development that would support school reform. The planning committee made the recommendation to pursue School Improvement Grant funding and decided on the Evidence-Based, Whole-School Reform Model as the best opportunity for success and improvement. Additional meetings were conducted and the Success for All Foundation was deemed the most appropriate partner for whole-school reform. The Superintendent notified the Board of Education of the application for SIG funding and gained approval.

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

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
OCCT/EOI Assessment Data	Staff and Parent Surveys	Accreditation Statistical Page
Oklahoma A-F Report Card	Parent Meetings	Low Income Counts
Student Grades & Report Cards	Student Surveys	Attendance Records
ALCA Data Records/Walls	Community Meetings	SPED Data
Renaissance Learning Assessments	JOM & Indian Parent Committee (IEC) Meetings	Census Data – Poverty/Unemployment
Literacy First Assessments	Parent-Teacher Conferences	Discipline Records

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

Name	Title	Stakeholder Group
Stephen R. Haynes	Superintendent	District Administration
George Ritzhaupt	Principal	School Administration
Billy Gibson	Board President	Board of Education
Candice Davis-Garcia	Counselor	School Staff
Laura James	SPED Director	Special Education
Pamela Bacon	Teacher	School Staff
Chastity Hicks	Reading Specialist	School Staff
Amanda Petree	Parent	Parents/Guardians

Roberta Studie-Maize	Parent/IEC Member	Parents/Guardians

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

Briggs Public School conducts an annual needs survey for parents and staff regarding programming, services, and areas of improvement. In addition, an annual meeting is conducted to provide information about programming and services, and to solicit feedback and recommendations. A schoolwide planning committee representing administrators, teachers, support staff, and parents routinely meets to analyze results of the needs surveys and gather feedback and recommendations. From these results, the committee determines the needs expressed by school patrons and any changes recommended.

The committee gathers and analyzes additional data (as noted in the chart above) that includes student demographics, staff and student attendance, discipline referrals, parent participation, staff and parent surveys, notes and minutes from teacher and parent meetings, JOM and Indian Education Committee (IEC) notes and minutes, and student achievement. Student achievement data includes OCCT results, EOI results (Algebra I only), Study Island benchmark assessments, ALCA data management, Literacy First assessments, and Renaissance Learning reading and math assessments.

Results of the needs survey, annual meeting feedback and input, and the data mentioned above are incorporated into making recommendations for additions, modifications, and processes to the schoolwide plan that could lead to school improvement.

During the SIG application process, the committee went further by looking at available options for not only school improvement, but actual school reform. The committee took the results from the surveys, meetings, and student achievement and demographic data to determine a course of action. A critical component of the analysis was determining what works and what is not working. The analysis revealed that, while there were pockets of success, the overall goal of student learning and success was not being achieved. This called for drastic change and finding the right pathway to student success, teacher fulfillment, and community engagement.

Ultimately it was resolved that the Evidence-Based, Whole-School Reform Model was most appropriate for the situation at Briggs. Within the models for whole-school reform approved by the United States Department of Education, the Success for All Foundation model was found to most closely align with the recommendations of the committee.

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	Summary of analysis of each of the areas
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comprehensive needs assessment.	considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data</p>	<p>Briggs Public School has 496 students PK-8th grades as of October 1, 2014. This represents 319 American Indian, 2 Black, 71 White, 35 Two or More Races, and 69 Hispanic students by race. By gender, there are 264 males and 232 females. Bilingual students account for 48 students. Approximately 15% of all students are on an IEP. There are 38 Certified Staff members including 1 Superintendent, 1 Principal, 1 Counselor, 1 Speech Pathologist, 1 Reading Specialist, 1 Library Media Specialist, 2 Special Education Teachers, and 30 Classroom Teachers. All staff are highly qualified. In addition there are 16 Support Staff including 5 Paraprofessionals/Teacher Assistants, 4 Custodians, 4 Cafeteria Staff, and 3 Office/Secretarial Staff.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum</p>	<p>Briggs Public School is currently aligned with Oklahoma PASS standards. It was previously aligned with Common Core State Standards, but has transitioned back to PASS. New curriculum is reviewed to ensure it meets PASS standards, though we await the release of new Oklahoma Standards. Briggs has set a goal to reach a “B” level on the Oklahoma A-F Report Card. With this in mind, the goal for OCCT proficiency is to increase to 90% schoolwide at the conclusion of the grant period.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards which will include PASS 2010, and use of assessment data</p>	<p>Classroom data is entered into the ALCA (Aurora Learning Committee Association) system and data walls are posted that show the analyses of OCCT results. In addition, Literacy First assessments and results are used to determine Tier Levels for students in lower elementary grades. All classroom data is periodically monitored and adjustments made as needed. The partnership with Success for All will enable the faculty to better comprehend and make use of the available data.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p>Briggs has made good use of technology and is constantly looking at ways to improve technology integration into the classrooms. Interactive whiteboards are provided in each classroom, and each teacher has MacBook. A</p>

	<p>one-to-one technology program (Apple) has been implemented in grades 5-8. Two mobile computer carts, a computer lab, and 50 iPads are also available for use. Briggs is in the process of adding additional student devices, so that all students in grades 3-8 will have a device. BYOD (bring your own device) is also being considered. Teachers are assigned to pods which meet monthly for collaboration. This collaboration time will expand to 90 minutes weekly under the SIG grant.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p>Briggs strives to provide a safe, secure, compassionate, and positive learning environment. We have focused on building and reinforcing teacher-student relationships in the last few years due to the impact of participation in the ICLE Model Schools Conference. Staff value each and every student, and respect the differences and uniqueness of each child. Staff work closely with tribal officials and value their input. The school motto is “Achieve Excellence, Inspire Success” and is stressed in each classroom.</p>
<p>Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners</p>	<p>Briggs encourages communication with parents and the community. Methods of communication include parent-teacher conferences, parent meetings, School Messenger (phone bank system), notes, marquee, direct teacher-parent contact, school website, and Facebook page. In addition, Success for All offers and promotes several family and community engagement activities as part of this grant proposal.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p>Briggs has had extensive and high-professional development, but has not yet found an effective way to link it to the classroom. A solution is needed to correlate professional development with instructional delivery. A major concern is creating an environment with a common language and methods of practice – for all staff. Past activities have included Model Schools Conferences and MRL (Marzano) Teacher Academy. Success for All provides an inclusive, whole-school approach to professional development that produces results. The “results” are what have been missing in past PD activities. Knowledge gained is only useful if it is applied. The current PD plan has</p>

	been evaluated and revised to focus on activities that directly impact each and every classroom.
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision</p>	<p>The administration of the Briggs Public School District is committed to collaborative decision making that results in policies and procedures that are for the betterment of the district. The recently formed School Reform Council will take the lead in much of the decision making as it relates to the implementation of the SIG grant. The staff at Briggs are a cohesive unit and one that is considered family. A common, shared school vision exists – “Inspire Excellence, Achieve Success” – that is the driving force of leadership and staff.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming</p>	<p>Resources are leveraged to provide the optimal learning environment. Increased instructional time is a key need, so extended day programming is being proposed as well as increased instructional time for reading and math by adjusting class schedules (also allowing more time for collaboration). However to initiate true whole-school reform, additional resources are needed. The SIG application requests an infusion of financial resources to add intervention staff, intensive professional development, curriculum materials, and consultation with the Success for All staff for the implementation of a Whole-School Reform Model.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation</p>	<p>The school improvement plan will be reviewed and revised to accommodate the need for collaboration, analysis of data, and the goals as outlined in the Action Plan as part of this application. Steps have been taken to improve collaboration among faculty by adjusting class schedules and increasing the amount and rigor of professional development activities. Data driven instruction is a key ingredient in the SRA Whole-School Reform Model, and data will be continuously gathered and monitored to guide instruction. Success of the program will be evaluated on a consistent basis with modifications made as necessary.</p>

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.

Briggs Public School developed a comprehensive needs assessment based on results from an annual needs survey for parents and staff regarding programming, services, and areas of improvement; feedback and recommendations from an annual parent and community meeting; and data gathered from student demographics, attendance, discipline, parent participation, and student achievement. Student achievement data includes OCCT results, EOI results (Algebra I only), Study Island benchmark assessments, ALCA data management, Literacy First assessments, and Renaissance Learning reading and math assessments. A schoolwide planning committee representing administrators, teachers, support staff, and parents routinely meets to analyze these items and determines the needs expressed by school patrons and any changes recommended.

Based on this process, the committee put forward the following recommendations in rank order as a result of the comprehensive needs assessment and to foster school improvement: (1) Extended Day Programming; (2) Reading Intervention; (3) Math Intervention; (4) High Quality, Focused Professional Development; (5) Technology Acquisition/Replacement/Integration; and (6) Relationships.

During the SIG application process, the committee looked at a comprehensive solution to the above recommendations. The goal was not only school improvement, but actual school reform. This called for drastic change and finding the right pathway to student success, teacher fulfillment and community engagement – one that was all-encompassing and offered a whole-school approach and solution. It was determined that the Evidence-Based, Whole-School Reform Model was the most appropriate solution for Briggs. Within the models for whole-school reform approved by the United States Department of Education, the Success for All Foundation model was clearly found to be the best choice based on the recommendations put forward by the committee.

Success for All's Whole-School Reform Model aligns closely with the results of Briggs Public School's comprehensive needs assessment. The comprehensive needs assessment identified the following high priority areas to be addressed:

- *Extended Day Programming*
- *Reading Intervention*
- *Math Intervention*
- *High Quality, Focused Professional Development*
- *Technology Acquisition/Replacement/Integration*
- *Relationships (Building relationships between staff and students)*

Success for All's Whole-School Reform model will help Briggs Public School significantly improve in each of these areas of need.

Reading Intervention

Briggs Public School has identified the need for an improved reading intervention at all grade levels from PreK-8. The research-proven reading programs included in Success for All's Whole-School Reform Model will address this need in a comprehensive and coordinated manner. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Math Intervention

Briggs Public School has identified the need for an improved math intervention, particularly at the 6th-8th grade levels. Success for All's PowerTeaching math program is an instructional multiday framework for the 6th-8th grade levels and provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation) In addition, Success for All's professional development for teachers, with its emphasis on the Cycle of Effective Instruction and cooperative learning will enhance math instruction at all levels.

Extended Day Programming

Briggs Public School extended day programming includes student support for reading, math, and technology. SFA's on-line tutoring program, Tutoring with Alphonie, can be implemented during the extended day program. Tutoring with Alphonie (TWA) is a web-based reading-intervention program for struggling readers. Tutors use Tutoring with Alphonie to assess students, develop instructional plans, and deliver effective, fun instruction. Tutoring with Alphonie provides the assessment, planning, and instructional tools for one-to-one tutoring with the Alphonie's Alley component and for small-group tutoring with the Team Alphonie component. Alphonie's Alley and Team Alphonie provide reading instruction and practice at the 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. TWA instruction is aligned to the classroom objectives being taught.

Professional Development

Robust professional development and on-site coaching are critical components of Success for All's Whole-School Reform Model. SFA will provide introductory workshops for all of SFA educational programs and school-wide initiatives. SFA coaches will follow up this initial training with regular site visits to provide on-going support to teachers and school leaders. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Technology Acquisition/Replacement/Integration

Technology is tightly integrated into Success for All's Whole-School Reform Model. SFA's PreK-8 programs (Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching) are available as interactive white board lessons. Tutoring with Alphonie, is a web-based program that supports tutoring in reading at the 1st-3rd grade levels. SFA's Member Center is an online tool for data collection, planning, and coaching. (See Evidence-Based,

Whole-School Reform Model: Description of the Implementation) Implementation of SFA's Whole-School Reform Model will enable Briggs Public School to effectively and coherently deploy technology to deliver instruction, conduct strategic planning, and provide professional development.

Relationships (Building relationships between staff and students)

Briggs Public School has identified the need for improved relationships between staff and students. The Schoolwide Solutions component included in Success for All's Whole-School Reform Model will help address this need and improve staff/student relationships, as well as student/student relationships.

Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. This approach includes:

- *proactive behavior management,*
- *behavior-tracking mechanisms,*
- *behavior-management workshops,*

Getting Along Together (GAT) is also implemented as a key piece of the Schoolwide Solutions component. Through GAT, students learn to use and master interpersonal and social problem solving skills. GAT teaches students strategies to manage their behavior, focus their thinking, build positive social relationships, and understand and deal with their feelings.

All staff members, including the principal and other administrators, are trained and involved in the Getting Along Together process. This collaborative involvement promotes an effective, consistent schoolwide structure that is reinforced throughout the year.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for five (5) consecutive years in Reading/Language Arts, Mathematics, and Graduation Rate (if applicable) for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2015-2016: 70% of all students in grades 3-8 at Briggs Public School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2015-2016 school year.
Goal for 2016-2017: 75% of all students in grades 3-8 at Briggs Public School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2016-2017 school year.
Goal for 2017-2018: 80% of all students in grades 3-8 at Briggs Public School will score

proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2017-2018 school year.
Goal for 2018-2019: 85% of all students in grades 3-8 at Briggs Public School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2018-2019 school year.
Goal for 2019-2020: 90% of all students in grades 3-8 at Briggs Public School will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests for the 2019-2020 school year.
Rationale: Based on preliminary reports from Measured Progress, all students in grades 3-8 at Briggs Public School scored 64.77% in reading on the Oklahoma Core Curriculum Tests for the 2014-2015 school year. The goals are attainable based on awarding of a School Improvement Grant, and the support and implementation of the Success for All Whole-School Reform Model.

SMART Mathematics Goals
Goal for 2015-2016: 60% of all students in grades 3-8 at Briggs Public School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2015-2016 school year.
Goal for 2016-2017: 70% of all students in grades 3-8 at Briggs Public School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2016-2017 school year.
Goal for 2017-2018: 75% of all students in grades 3-8 at Briggs Public School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2017-2018 school year.
Goal for 2018-2019: 80% of all students in grades 3-8 at Briggs Public School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2018-2019 school year.
Goal for 2019-2020: 90% of all students in grades 3-8 at Briggs Public School will score proficient or above in mathematics as measured by the Oklahoma Core Curriculum Tests for the 2019-2020 school year.
Rationale: Based on preliminary reports from Measured Progress, all students in grades 3-8 at Briggs Public School scored 58.36% in mathematics on the Oklahoma Core Curriculum Tests for the 2014-2015 school year. The goals are attainable based on awarding of a School Improvement Grant, and the support and implementation of the Success for All Whole-School Reform Model.

SMART Graduation Rate Goals
Goal for 2015-2016: Not Applicable
Goal for 2016-2017: Not Applicable
Goal for 2017-2018: Not Applicable
Goal for 2018-2019: Not Applicable
Goal for 2019-2020: Not Applicable
Rationale: Not Applicable

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	<ul style="list-style-type: none"> • Provide Pre-Kindergarten program including three teachers and teacher assistants as needed. Pre-Kindergarten program will consist of a program of instruction providing language and literacy, mathematics, and interpersonal skills to students prior to mandatory Kindergarten enrollment that establishes a foundation for learning in the early years. • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition. • Provide needed services for homeless and/or migrant children.
Title II, Part A (as Title VI, Part B-REAP)	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition.
Title III, Part A	<ul style="list-style-type: none"> • Not Applicable
Title VI, Subpart 1 or 2 of Part B, if applicable <ul style="list-style-type: none"> • Subpart 1, Small, Rural School Achievement Program (Federal Direct) 	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program coordinated with Boys and Girls Club of Tahlequah-Briggs Unit) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition.
Other Federal Resources	<ul style="list-style-type: none"> • Assist with literacy intervention

<ul style="list-style-type: none"> • Title VII (Indian Education) 	<p>programming to assist those students who are at-risk or failing to meet grade-level expectations in literacy.</p> <ul style="list-style-type: none"> • Assist in providing a Reading Specialist to provide small group and individualized instruction to struggling students in a pull-out program. The program and instructor will be evaluated annually to determine effectiveness and sustained based on the availability of funding. State assessments and benchmark assessments will also be used in the evaluation of the program. • The provision of literacy intervention is necessary to support a culture of high expectations for all students - even those faced with challenges in their skill acquisition. The ability to provide support to those students in need is essential in fostering a culture and climate conducive to the learning process.
<p>Other Federal Resources</p> <ul style="list-style-type: none"> • IDEA Part B Flow-Through • IDEA Part B Preschool 	<ul style="list-style-type: none"> • Speech Pathologist, Paraprofessionals, services, and materials and equipment provided through IDEA funds. Coordination of services for SPED students within framework of Success for All program.
<p>Other Federal Resources</p> <p>Child Nutrition Program</p> <ul style="list-style-type: none"> • After School Snack Program • Summer Food Service Program 	<ul style="list-style-type: none"> • Child Nutrition Program will participate in and provide an After School Snack Program (ASSP) for students in an extended-day setting. This will assist students as they participate in after-school supplemental reading and math instruction. • Child Nutrition Program will sponsor and participate in the Summer Food Service Program (SFSP). Provide breakfast and lunch for students in need of remediation and support through a Summer School program focusing on literacy and mathematics instruction.
<p>State Resources</p> <ul style="list-style-type: none"> • Reading Sufficiency Act (367) 	<ul style="list-style-type: none"> • Assist with literacy intervention programming to assist those students

<ul style="list-style-type: none"> • Summer Reading Academy (366) 	<p>who are at-risk or failing to meet grade-level expectations in literacy.</p>
<p>State Resources</p> <ul style="list-style-type: none"> • Professional Development (311) 	<ul style="list-style-type: none"> • Assist in provision of professional development activities that will implement with fidelity the key provisions of the Success for All framework. Items that may be included are: registration fees, stipends, materials, and travel expenses.
<p>State Resources</p> <ul style="list-style-type: none"> • State Textbook (333) 	<ul style="list-style-type: none"> • Assist in the provision of state-approved textbooks that fit within the Success for All framework, especially due to the likelihood of new State Standards and new approved curriculum.
<p>State Resources</p> <ul style="list-style-type: none"> • Alternative Education 	<ul style="list-style-type: none"> • Cooperative effort with Tahlequah Public Schools (LEA) to provide alternative education programming for affected students.
<p>Local Resources</p> <ul style="list-style-type: none"> • Boys and Girls Club of Tahlequah (Briggs Unit) 	<ul style="list-style-type: none"> • Assist with extended day programming (Before/After School and Summer Program) that provides tutor-based supplemental literacy and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition. Additional recreational programming also provided.
<p>Local Resources</p> <ul style="list-style-type: none"> • KI BOIS Community Action Foundation, Inc. 	<ul style="list-style-type: none"> • Head Start Program and Pre-Kindergarten collaboration. KI BOIS provides one teacher assistant and other resources in a collaborative Pre-Kindergarten classroom.
<p>Local Resources</p> <ul style="list-style-type: none"> • All other funds 	<ul style="list-style-type: none"> • Provide resources and assistance as needed.

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.

Briggs Public School District will make the following modifications to policies and/or procedures:

- *Modify the school calendar to include additional professional development days.*
- *Develop class schedules that provide teachers a minimum of 90 minutes for collaboration*

each week.

- *Modify class schedules to allow additional instructional time for reading and mathematics instruction.*
- *Implement a late start and/or early release in year 2 for more collaboration.*
- *Develop regulations and procedures for extended day and summer school programming.*

A School Reform Council has been formed during the development of this grant application. The Council will meet monthly to monitor the progress of the program and to address concerns that may arise. The Council will act in coordination with and the support of the Success for All Foundation. Current members and additional positions (if funded) of the School Reform Council include:

- *Superintendent: Stephen R. Haynes*
- *Principal: George Ritzhaupt*
- *Turnaround Officer/Success for All Facilitator: yet to be named*
- *Counselor: Candice Davis-Garcia*
- *Reading Specialist: Chastity Hicks*
- *Reading Coach: yet to be named*
- *Math Coach: yet to be named*
- *Teacher: Pamela Bacon*
- *Teacher: Janet Pickens*
- *SPED Director: Laura James*
- *Parent: Amanda Petree*
- *Parent: Roberta Studie-Maize*
- *Board Member/Community: Billy Gibson*

No specific policies and procedures were identified that might inhibit effective implementation of the Evidence-Based, Whole-School Reform Model and the chosen provider, Success For All. Policies and procedures are in place regarding requisitions, purchasing, service providers/contracts, employment, evaluation, and staff/student duties and responsibilities. Any modification to existing policies and procedures will be made as needed for successful implementation of the SIG grant. In addition, any new policies and/or procedures that are needed will be approved and implemented upon consultation with the LEA attorney and presentation to the Board of Education.

SCHOOL SUSTAINABILITY EFFORTS

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

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

- The school has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The school has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the reform efforts and initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain reform efforts.

As Briggs Public School is the only school in the Briggs Public School District, the school sustainability efforts are the same as the LEA sustainability efforts.

*The Briggs Public School District is a small, rural, high poverty, high minority district with a single PreKindergarten to 8th Grade site – Briggs Public School. The site does not exist within the incorporated limits of any town or city, but rather is a true rural setting. Several distinct communities are represented and lie (at least partially) within the district boundaries including Briggs, Eldon, Welling, and Tahlequah. The district recently passed the first construction bond issue in school history with overwhelming support (+76%). Constituents excitedly await the construction a new elementary building (for grades 1-3) with a planned opening in the fall of 2016. The faculty and staff are a cohesive unit with very low turnover as evidenced by the number of years staff spend in the district. The district took steps to involve all **stakeholders** during the planning phase for selecting Success for All as an evidence-based, whole-school reform model. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community/tribal members to determine the priorities of the district. A planning team was formed to analyze the results of the needs assessment and provide direction in the pursuit of a School Improvement Grant. This planning team eventually evolved into the newly created School Reform Council to provide leadership during the implementation of the Whole-School Reform Model with Success for All as a partner. Briggs will continue to coordinate with these stakeholders through meetings, surveys, family/community events, and other measures for the term of this grant and beyond to insure the sustainability of the progress achieved. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)*

***Transition plans** are in place that address and delineate the roles of those in leadership positions, should there be a change in individuals. In addition, Success for All provides ongoing training for current and new leadership positions. The partnership with SFA strengthens and helps create seamless transitions should they arise. Success for All also is a form of “Train the Trainer” regarding instructional approaches to reading and math. Any new instructional staff will benefit from peer coaching and be supported by intensive introductory professional development provided by the district and SFA. Any first-year staff and/or intern teachers will also be supported by staff from the Northeastern State University College of Education, which is located nearby in Tahlequah. Continued direction and oversight that will assist with any transitions will be the responsibility of the newly formed School Reform Council.*

*The Success for All Foundation will provide robust **professional development** over the course of the SIG grant to enable Briggs Public School to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables*

schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The level of professional development tapers off during the five years of the SIG grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, Briggs Public School will exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support if they are achieving their accountability goals. It is expected that Briggs Public School will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF. Beyond the five years of the SIG grant Briggs Public Schools will continue to partner with SFAF to provide this refinement level of professional development and support. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

*As previously mentioned, Briggs will develop and modify class schedules, so that instructional staff are provided a minimum of 90 minutes for **collaboration** each week. Further collaboration will be an integral part of the extensive and timely delivery of professional development. This will aid in the district goal of the formation and implementation of PLC's (Professional Learning Communities). Collaboration activities will include the support for team teaching and other collaborative activities. Success for All will support and encourage collaboration as part of the Whole-School Reform Model. As a part of implementing Success for All's Whole-School Reform Model, Briggs Public School will use SFA's Member Center, an **online tool** for data collection, **planning, and coaching**. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)*

*Briggs Public School utilizes ALCA (Aurora Learning Community Association) **data collection** and management tools. ALCA tools provide data and standards warehouses, and a curriculum and assessment resource locker. The ALCA "Comprehend" tool is a versatile resource that allows staff to analyze state, benchmark, formative, and survey data. The data collected is then sorted and categorized for placement on each individual teacher's data wall. Further data walls congregate data for different grade levels and the school as a whole. Success for All coaches will work with Briggs Public School staff to review and analyze this data, set goals, and create action plans to ensure student achievement (See Evidence-Based, Whole-School Reform Model: Description of the Implementation). Additional data on teacher and administrator performance will be collected as part of the evaluation for Teacher and Leader Effectiveness utilizing both the Marzano Teacher and Leader models.*

*After the five year term of the SIG grant has ended, the Briggs Public School District will seek to secure **other funding sources** to continue efforts under the Whole-School Reform Model and continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I, Title II (as REAP), Title VI (REAP), Title VII (Indian Education), and other state/local funds that are available.*

*The **schoolwide plan** is currently approved by the Oklahoma State Department of Education, but will undergo revision based on elements of the SIG grant application and as part of the new application process in the OSDE Grants Management System. The goals and action steps as outlined in the Success for All Whole-School Reform Model (See Evidence-Based, Whole-School Reform Model: Description of the Implementation and Action Plan) will be incorporated into the*

revised schoolwide plan. The newly formed School Reform Council will undertake the task of revising the schoolwide plan and addressing the goal and action steps that need to be taken.

SCHOOL ACTION PLAN FOR PLANNING YEAR ONE

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

1. the needs of the school for pre-implementation initiatives;
2. the proposed pre-implementation activities;
3. the person(s) responsible for each of the pre-implementation activities;
4. the expected timeline for the activities; and
5. the materials and resources necessary to implement the activities.

To prepare for the full whole-school reform implementation Briggs Public School needs to hire additional staff, complete various trainings necessary to implement the introductory schoolwide Success For All components, and continue with SFA comprehensive planning for full implementation in Year 2.

Implementation Plan (See Evidence-Based, Whole-School Reform Model: Description of the Implementation for a detailed description of the components and services listed below.)

The plan for implementation in Year 1 will be as follows:

Preparing for Implementation

Year 1 Materials

Delivery of materials for schoolwide structures provided for start-up including the New Leader's Guide, the Leading for Success Schoolwide Solutions Guide, and Getting Along Together classroom materials.

Implementation Planning

Success for All Foundation consultants will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues, and developing partnerships with community resource organizations. An initial two-day assessment will be conducted with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.

Briggs will attempt to employ a Turnaround Officer/Success for All Facilitator (one individual) to coordinate and oversee planning activities, and act as a liaison with SFA. This will be late in the hiring cycle for Oklahoma, but it is anticipated that a Turnaround Officer will be employed at mid-term.

Introductory Workshops

Success for All coaches will present New Leaders workshops for the superintendent, principal, the Turnaround Officer/Success for All Facilitator, and the Schoolwide Solutions coordinator (School Counselor). Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK–8 approach.

The Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.

An SFA coach will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.

Program Implementation

Implementation begins for the SFA component: Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.

Ongoing Coaching

Success for All coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, and meetings with school staff responsible for schoolwide initiatives. Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.

Timeline

September 2015

New Leaders workshops for superintendent, principal, facilitator, Schoolwide Solutions coordinator

Leading for Success training with Leadership team (All members of the school Leadership team attend this training.)

Schoolwide Solutions introduction (superintendent, principal, Turnaround Officer/SFA facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members)

Name and Position of Responsible Person(s)

- *Superintendent: Stephen R. Haynes*
- *Principal: George Ritzhaupt*

- *Turnaround Officer/SFA Facilitator: yet to be named*
- *Schoolwide Solutions Coordinator: Candice Davis-Garcia (School Counselor)*
- *Schoolwide Solutions Team: Pamela Bacon, Laura James, Janet Pickens, Chastity Hicks*
- *SFA Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter*

November/December 2015

*Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)**

Leading for Success quarterly review

Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):

- *Meeting with principal*
- *Leading for Success*
- *Setting targets*
- *Reviewing data*

Name and Position of Responsible Person(s):

Principal: George Ritzhaupt

Schoolwide Solutions Team Members

SFA Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

January/February 2016

*Planning for upcoming site visit (via phone conference or webinar)**

Additional professional-development opportunities for staff

Leading for Success quarterly review

Second quarter review – implementation visit:

- *Quality of implementation*
- *Review second quarter results.*
- *Leading for Success*
- *Meeting with principal*
- *Reviewing progress of interventions*

Leading for Success follow-up implementation

- *Meet with subcommittees of Schoolwide Solutions components to review goals.*
- *Discuss the structure of a Leading for Success quarterly meeting.*

Name and Position of Responsible Person(s):

Principal: George Ritzhaupt

Turnaround Officer/SFA Facilitator: yet to be named

All Reading and Math instructional staff

SFA Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

February 2016

Attendance at three-day Experienced Sites Conference for Principal, Turnaround Officer/SFA Facilitator, Schoolwide Solutions Coordinator

Name and Position of Responsible Person(s):

Principal: George Ritzhaupt

Turnaround Officer/SRA Facilitator: yet to be named

Schoolwide Solutions Coordinator: Candice Davis-Garcia

SFA Trainers/Coaches: TBD

April/May 2016

Planning for upcoming site visit (via phone conference or webinar)

Additional professional-development opportunities for staff

Leading for Success quarterly review

Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams' members):

- *Coaching*
- *Leading for Success*
- *Contract planning*
- *Review accomplishments.*
- *Review results.*
- *Review goals and direction for the next year.*
- *Celebrate!*

Name and Position of Responsible Person(s):

Superintendent: Stephen R. Haynes

Principal: George Ritzhaupt

Turnaround Officer/SFA facilitator: yet to be named

Schoolwide Solutions Coordinator: Candice Davis-Garcia

Schoolwide Solutions Team Members

SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

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

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

The Briggs Public School District is a small, rural, high poverty, high minority district with a single PreKindergarten to 8th Grade site – Briggs Public School. The site does not exist within the incorporated limits of any town or city, but rather is a true rural setting. Several distinct communities

are represented and lie (at least partially) within the district boundaries including Briggs, Eldon, Welling, and Tahlequah. The faculty and staff are a cohesive unit with very low turnover as evidenced by the number of years staff spend in the district. The district took steps to involve all **stakeholders** during the planning phase for selecting Success for All as an evidence-based, whole-school reform model. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community/tribal members to determine the priorities of the district. A planning team was formed to analyze the results of the needs assessment and provide direction in the pursuit of a School Improvement Grant. This planning team eventually evolved into the newly created School Reform Council to provide leadership during the implementation of the Whole-School Reform Model with Success for All as a partner. Briggs will continue to coordinate with these stakeholders through meetings, surveys, family/community events, and other measures for the term of this grant and beyond to insure the sustainability of the progress achieved.

The Parent and Family Involvement Team will be one of the programs that is implemented in Year I as a part of the Schoolwide Solutions component and will continue throughout Briggs Public School's implementation of SFA's whole-school reform model. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Parent and Family Involvement Team

Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. During the Leading for Success training, these participants gain a greater understanding of the needs of the families in the community and how the school can best meet those needs, keeping in mind the best academic interests of the students. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation) Several essential elements that are based on best practices and research are designed to involve families in the ways that best support the students, teachers, and the school. Some of these essentials are:

SFAF Success Cards: Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child based on a recent accomplishment. Success Cards are one of many proven methods of reaching previously disengaged parents.

Positive Home Visits: Similar to the Success Cards, Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher. The family feels that they have engaged the teacher on a much more personal level, and the parent is empowered to be the one directing the conversation, rather than just being the guest at the school.

Second Cup of Coffee: This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents are encouraged to stop and have a cup before heading off to work. Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest. Results have shown that these small events go a long way in establishing a positive relationship

between staff and parents.

Read and Respond: Read and Respond facilitates parental involvement by requiring them to read with their child for 20 minutes each school night. At early grade levels, the parent usually must sign a form confirming that their child read their homework, while higher levels require basic summary and analysis of the material.

Volunteer Listeners: A volunteer listener is generally an adult who is willing to listen to a few children read. The goals are the same as with Read and Respond, so the reader needs an adult to listen, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners.

SCHOOL ACTION PLAN

For each Priority School, complete an annual action plan for each year over the period of availability of the grant for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

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

Name of School: NOT APPLICABLE			
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: NOT APPLICABLE			
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: NOT APPLICABLE			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with state academic standards.			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
8. Establish schedules and implement strategies that provide increased learning time.			

Name of School: NOT APPLICABLE			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
9. Provide ongoing mechanisms for family and community engagement.			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.			
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
12. List any additional permissible strategies the LEA will implement as a part of the transformational model.			

Name of School: NOT APPLICABLE			
Closure Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to close a Priority School.			
1. The schools chosen to receive students from the school closure are within close proximity and are higher achieving than the school to be closed.			
2. Representatives from all stakeholder groups were consulted and involved in the decision making process.			
3. Parent and community outreach will be provided to inform parents and students about the closure and assist in the transition process.			

Name of School: NOT APPLICABLE			
Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Provide detailed information regarding the plan to restart a Priority School.			
1. The LEA has a pool of potential partners (CMO, EMO, charter organizations) that have expressed interest in and have exhibited the ability to restart the school.			
2. The LEA has developed a rigorous review process for potential partners.			
3. Representatives of all stakeholder groups were involved in consultation and development of restart plan.			

Name of School: NOT APPLICABLE			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Early Learning Model (LEA must implement actions 1-9)			
1. Offer full-day kindergarten; and establish or expand a high-quality preschool program.			
2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;			
3. Replace the principal who led the school prior to commencement of the early learning model;			
4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);			
5. Use the teacher and principal evaluation and support system described in section A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and			

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

Name of School: NOT APPLICABLE

Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>8. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students;</p>			
<p>9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.</p>			

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Evidenced-Based, Whole-School Reform Model LEAs must implement actions (1-3)			
1. Is supported by evidence of effectiveness, which must include at least one study of the model that meets <i>What Works Clearinghouse</i> evidence standards with or without reservations; found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the <i>What Works Clearinghouse</i> ; and if meeting <i>What Works Clearinghouse</i> evidence standards with reservation, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study	<p>The What Works Clearing House has found that Success for All has “positive effects on alphabetics, mixed effects for comprehension, and potentially positive effects on general reading achievement” with a Extent of Evidence rating of “Medium to Large”. One study of Success for All met the What Works Clearinghouse (WWC) evidence standards and six studies met WWC evidence standards with reservations. The studies included nearly 4,000 students attending more than 70 elementary schools across the United States. (http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=496)</p> <p>Additionally, SFA has been researched by over thirty institutions for more than two decades. Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. (http://www2.ed.gov/programs/sif/sigevidencebased/success_evidence.pdf)</p> <p>In 2010, Success for All received the highest score in the Department of Education’s Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.</p> <p>A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs</p>	(See timeline in Section 2)	(See timeline in Section)

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
meets the other requirements in this section;	<p>with the “Strongest Evidence of Effectiveness” (Borman, Hewes, Overman, and Brown, 2003).</p> <p>Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).</p> <p>Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).</p> <p>In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).</p>		
2. Is a whole-school reform model as defined in these requirements;	<p>Success for All is one of the evidence-based, whole-school reform models identified by the United States Department of Education (http://www2.ed.gov/programs/sif/sigevidencebased/index.ht</p>	(See 5 year timeline below under heading Implementation Plan)	(See 5 year timeline below under heading Implementation Plan)

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>http://www2.ed.gov/programs/sif/sigevidencebased/successfullnarrativedescription.pdf)</p> <p>The SFA PreK–8 comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. The approach relies on these important components:</p> <ul style="list-style-type: none"> • Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another. • Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency. • Technology is deeply embedded in daily teaching and learning. • Students are highly motivated and engaged and discuss curricular content every day. • Proven strategies are used to support English language learners. • The pace of instruction is fast, and students keep up with the pace. • Every minute of teaching is well planned, exciting, 		

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	<p>and engaging.</p> <ul style="list-style-type: none"> • Learning is consistently monitored, and problems are solved immediately. • Teachers teach the whole child—social/emotional learning, behavior, and cooperation are as important as academics. • Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students’ needs. • Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves. • A facilitator from the school’s own faculty helps every teacher succeed and grow in skill and sophistication. • Teachers work in teams to help one another develop as professionals. • A coach is assigned to each site to assist and guide each school in refining its implementation. <p>Success for All K–8 Comprehensive Integrated Components</p>		

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	<p>Leadership for Continuous Improvement</p> <p>The SFA K–8 collaborative leadership system focuses energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. The Leading for Success component provides the framework for a collaborative leadership approach. Online data-management tools organize the information necessary for student success, and the online Member Center provides flexible access to this important information.</p> <p><u>Leading for Success</u></p> <p>Leading for Success is a collaborative leadership process that brings school staff together to focus everyone’s efforts on success for every student. Together, staff members:</p> <ul style="list-style-type: none"> • assess the current status, • set annual and quarterly goals for growth, • identify measurable targets for short-term improvement, • make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and 		

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Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • review progress quarterly, celebrate targets met, and then plan the actions to be taken. <p>The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success.</p> <p>Instructional teams examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning.</p> <p>Schoolwide Solutions teams, including those for attendance, intervention (which focuses on referrals of individual students from teachers), parent and family involvement, cooperative culture (Getting Along Together program), and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students.</p> <p>Every team makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student</p>		

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	<p>falls between the cracks.</p> <p><u>Online Data Tools: Member Center</u></p> <p>The Success for All Member Center allows each teacher to have an ongoing record of students’ progress to facilitate differentiated instruction, celebration of students’ successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students’ spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.</p> <p>Professional Development and Coaching</p> <p>The SFA K–8 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of Success for All’s research-proven approach.</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
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	<p>Each Success for All partner school in the United States is assigned an area manager in its region. Additionally, each school is assigned one or more point coaches who specialize in components of the program. These individuals are the school’s first points of contact with SFAF, and they ensure that other supports are available as needed. The relationship with SFAF coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources, and online data sharing.</p> <p>The school’s SFA facilitator, Leading for Solutions coordinator, and district point staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFAF.</p> <p>The SFAF coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. SFAF coaches monitor schools' reading-achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews, and program monitoring.</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
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	<p>Schoolwide Support and Intervention Tools</p> <p>SFA’s research-proven strategies for solutions involve a cross section of the school’s community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students’ success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.</p> <p>The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.</p> <p>Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach</p>		

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	<p>includes:</p> <ul style="list-style-type: none"> • behavior-tracking mechanisms, • proactive behavior management, • behavior-management workshops, and • end-of-year data reviews to update plans. • Getting Along Together is the Success for All Foundation’s schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams. • Attendance • Community Connections • Structured individualized student interventions to help individual students who are identified as having difficulty. <p>Cooperative Learning and Powerful Instruction</p> <p>Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and</p>		

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	<p>feedback of their peers. Teachers still initiate the learning process with fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and teams, allowing teachers to spend more time working with individuals and small groups of learners.</p> <p>Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification, and reteaching that have a positive effect on academic achievement.</p> <p>When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them.</p> <p>The SFA K–8 curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a</p>		

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	<p>team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team.</p> <p>Differentiation and Grouping</p> <p>In SFA K–8 schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. In grades 6–8, sixty uninterrupted minutes are required. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students’ progress in developing reading skills. Each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.</p> <p>Programs Proposed for Implementation at Briggs Public School</p> <p>Curiosity Corner (pre-kindergarten):</p>		

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	<p>Curiosity Corner is a comprehensive program for three- and four-year-old preschoolers designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction.</p> <p>Curiosity Corner provides teachers with well-structured thematic units that are aligned with state and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program while training and supporting the educators who are implementing it.</p> <p>KinderCorner (kindergarten): KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts.</p>		

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	<p>KinderCorner consists of thematic units that are designed to relate to children’s lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.</p> <p>KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children’s phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through KinderCorner also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through KinderRoots.</p> <p>KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through structured lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension.</p> <p>Reading Roots (reading level 1):</p>		

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	<p>Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students’ love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction.</p> <p>Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into Reading Roots classes.</p> <p>Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.</p>		

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	<p>Reading Wings (reading levels 2–6): Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.</p> <p>To ensure that students become proficient readers, Reading Wings uses SFA’s core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts.</p> <p>Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.</p> <p>Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides</p>		

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	<p>intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.</p> <p>Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.</p> <p>The Reading Edge (grades 6–8, reading levels 1–8+): The Reading Edge is a comprehensive literacy program for all middle grade students, from struggling to advanced, with the goal of preparing them to be strategic, independent, and motivated readers and learners. Built into the Reading Edge are several key components that engage students in the learning process and motivate them to read and learn: goal setting, peer support, conflict-resolution strategies, cooperative learning, use of metacognitive reading strategies, frequent assessment, and a feedback loop.</p> <p>The Reading Edge is designed to meet the unique needs of young adolescents. Since the range of reading achievement is</p>		

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	<p>extremely broad in this age group, the Reading Edge provides eight levels of instruction for students from beginning through eighth-grade and higher reading levels with honors lessons at levels 6–8. To get the maximum impact from this curriculum, students are grouped according to their reading achievement rather than by grade, allowing teachers to tailor instruction to each student’s needs. This structure allows for both differentiated, targeted instruction and rapid acceleration, especially for students at the lower levels.</p> <p>Levels 1–8 use literary and informational texts with rich media supports on the interactive whiteboard to help students learn and apply effective comprehension skills and strategies. All levels focus on building background knowledge and developing study skills both to foster success in school and ready students for college and careers.</p> <p>PowerTeaching: PowerTeaching is an instructional multiday mathematics framework for the 1st-8th grade levels. It is composed of research-proven instructional strategies that increase student achievement. PowerTeaching provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use.</p>		

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	<p>The PowerTeaching professional-development series gives a fresh approach to instruction that can be directly applied to the mathematics textbook or curriculum. To ensure effective implementation, the PowerTeaching professional-development series incorporates ongoing coaching and support, both inside and outside the classroom. PowerTeaching empowers students to work together to improve their understanding of mathematics concepts and encourages students to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching leads to academic success by establishing a student-centered classroom through the use of compelling concept presentations, assessments for learning, and student learning teams.</p> <p>Tutoring:</p> <p>Tutoring with Alphonse (TWA) is a web-based reading-intervention program for struggling readers. Tutors use Tutoring with Alphonse to assess students, develop instructional plans, and deliver effective, fun instruction. Tutoring with Alphonse provides the assessment, planning, and instructional tools for one-to-one tutoring with the Alphonse’s Alley component and for small-group tutoring with the Team Alphonse component. Alphonse’s Alley and Team Alphonse provide</p>		

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	<p>reading instruction and practice at the 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. TwA instruction is aligned to the classroom objectives being taught.</p> <p>Briggs Public School proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 8th grade.</p> <p style="text-align: center;">Implementation Plan</p> <p>The plan for implementation in Year 1 will be as follows:</p> <p>Preparing for Implementation</p> <p><u>Year 1 Materials</u></p> <p>Delivery of materials for schoolwide structures provided for start-up including the Leadership Guide, the Leading for Success Schoolwide Solutions Guide, and Getting Along Together classroom materials.</p> <p><u>Implementation Planning</u></p> <p>SFAF consultants will continue a review of district/school policies and provide advice and possible solutions to school-</p>		

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	<p>design issues such as school calendar and schedule development, budgeting, BOE and collective-bargaining agreement issues, and developing partnerships with community resource organizations. A Turnaround Officer will be hired (if available) at mid-term that will also serve as the SFA facilitator. An initial two-day assessment will be conducted with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.</p> <p><u>Introductory Workshops</u></p> <p>Success for All coaches will present New Leaders workshops for the superintendent, principal, Turnaround Officer/Success for All facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK–8 approach.</p> <p>The Success for All point coach will conduct a Leading for Success planning kickoff meeting with the school’s Leadership team. This meeting will be at the school site in</p>		

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	<p>preparation for the program-introduction workshops</p> <p>An SFA coach will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.</p> <p><u>Program Implementation</u></p> <p>Implementation begins for the SFA component: Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.</p> <p><u>Ongoing Coaching</u></p> <p>Success for All coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, and meetings with school staff responsible for schoolwide initiatives. Coaches are also available by telephone and e-mail to check on progress,</p>		

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	answer questions, and problem solve between visits.		
	Timeline 2015-2016		
	<p>New Leaders workshops for superintendent, principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator</p> <p>Leading for Success training with Leadership team (All members of the school Leadership team attend this training.)</p> <p>Schoolwide Solutions introduction (superintendent, principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members)</p>	September 2015	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)*</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support</p>	November/December 2015	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	<p>(Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Meeting with principal • Leading for Success • Setting targets • Reviewing data 		
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions <p>Leading for Success follow-up implementation</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • Discuss the structure of a Leading for Success 	January/February 2016	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	quarterly meeting.		
	Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator	February 2016	Briggs: SFA: TBD
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 	April/May 2016	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	<p>The plan for implementation in Year 2 will be as follows:</p> <p>Beginning Implementation</p> <p><u>Year 2 Materials</u></p> <p>Materials delivered for the Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8) components.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the Success for All Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Workshops</u></p> <p>The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to</p>		

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	<p>review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the 5 day teacher academy.</p> <p>Success for All Coaches will deliver a 5 day teacher academy. Program-introduction workshops will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the Success for All instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for introductions to Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8).</p> <p><u>Program Implementation</u></p> <p>Implementation begins for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8). Implementation continues for the SFA component: Schoolwide Solutions.</p> <p><u>Ongoing Coaching</u></p> <p>Success for All coaches will visit each school throughout the</p>		

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	year (approximately two to four days per month) to provide coaching related to all aspects of SFA PreK–8 implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline 2016-2017		
	Planning for upcoming site visit (via phone conference or webinar) Leading for Success follow-up implementation: <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success 	August 2016	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	<p>quarterly meeting</p> <p>5 day teacher academy: Faculty overview with faculty (Principal/Leadership team presents part of this day.)</p> <p>Program-introduction workshops (all school staff)</p>		
	<p>Baseline assessment and implementation visit:</p> <ul style="list-style-type: none"> • Regrouping • Initial coaching with all faculty • Leading for Success • Meeting with principal • Setting goals 	August/September 2016	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)*</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support</p>	November/December 2016	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	(Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • GREATER coaching practice and modeling • Meeting with principal • Leading for Success • Setting targets • Reviewing data 		
	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff Leading for Success quarterly review Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation 	January/February 2017	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	<ul style="list-style-type: none"> • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions <p>Webinar training for Reading Roots teachers (online)</p> <p>Leading for Success follow-up implementation</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting. 		
	Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator	February 2017	Briggs: SFA: Trainers/Coaches: TBD

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	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 	April/May 2017	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

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	<p>The plan for implementation in Year 3 will be as follows:</p> <p>Refining Implementation</p> <p><u>Year 3 Materials</u></p> <p>New materials for PowerTeaching Math (1-5). New materials for comprehension-strategy instruction, The Savvy Reader—Predicting and The Savvy Reader—Questioning, are included for the Reading Wings instructional groups. Online Tutoring licenses are renewed. In addition, consumable materials for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge may need to be replenished.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the Success for All Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Workshops</u></p> <p>The Success for All point coach will conduct a Leading for</p>		

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	<p>Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 3 refinement workshops for the full staff.</p> <p>Success for All Coaches will deliver a 5 day teacher academy. Program introduction workshop will be presented for PowerTeaching Math (1-5). Refinement workshops will focus on areas in which improved implementation can accelerate student growth in achievement.</p> <p><u>Program Implementation</u></p> <p>Implementation begins for SFA math component: PowerTeaching Math (1-5). Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math (6-8), and Schoolwide Solutions.</p> <p><u>Ongoing Coaching</u></p> <p>Success for All coaches will visit each school throughout the year to provide coaching related to all aspects of SFA PreK–8 implementation. Specific activities will be geared toward observing the levels of implementation of all program</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	elements and utilizing classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline 2017-2018		
	Planning for upcoming site visit (via phone conference or webinar) 5 day teacher academy: PowerTeaching Math (1-5) program introduction workshop. Program workshop refresher training sessions.	August 2017	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	Leading for Success follow-up implementation: • Meet with subcommittees of Schoolwide Solutions components to review goals.	August/September 2017	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting 		
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 	November/December 2017	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p>	January/February 2018	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	Second quarter review – implementation visit: <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
	Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator.	February 2018	Briggs: SFA: Trainers/Coaches: TBD
	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff Leading for Success quarterly review Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	April/May 2018	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>The plan for implementation in Year 4 will be as follows:</p> <p>Building Internal Capacity for Supporting Implementation Quality</p> <p><u>Year 4 Materials</u></p> <p>Online Tutoring licenses are renewed. Schools may need to replenish consumables for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Workshops</u></p> <p>The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>of implementation and student achievement. This meeting will be at the school site in preparation for the year 4 capacity-building workshops for the full staff.</p> <p>Success for All Coaches will deliver a 5 day teacher academy. Capacity-building workshops will focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of the school.</p> <p><u>Program Implementation</u></p> <p>Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge, PowerTeaching Math, Schoolwide Solutions.</p> <p><u>Ongoing Coaching</u></p> <p>Success for All coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline 2018-2019		
	Planning for upcoming site visit (via phone conference or webinar) 5 day teacher academy: Program workshop refresher training sessions.	August 2018	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	Leading for Success follow-up implementation: <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting 	August/September 2018	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 	November/December 2018	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation 	January/February 2019	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
	Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator.	February 2019	Briggs: SFA: Trainers/Coaches: TBD
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	April/May 2019	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	The plan for implementation in Year 5 will be as follows:		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Sustaining Implementation Quality</p> <p><u>Year 5 Materials</u></p> <p>Online Tutoring licenses are renewed. Schools may need to replenish consumables for Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Workshops</u></p> <p>The Success for All point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 5</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html .)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>capacity-building workshops for the full staff.</p> <p>Success for All Coaches will deliver a 5 day teacher academy. Capacity-building workshops will focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of the school.</p> <p><u>Program Implementation</u></p> <p>Implementation continues for the SFA components: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge, PowerTeaching Math, Schoolwide Solutions.</p> <p><u>Ongoing Coaching</u></p> <p>Success for All coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review of Schoolwide Solutions data, selected classroom observations, teacher meetings, plans for continuous improvement, and a summary</p>		

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline 2019-2020		
	Planning for upcoming site visit (via phone conference or webinar) 5 day teacher academy: Program workshop refresher training sessions.	August 2019	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	Leading for Success follow-up implementation: <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting 	August/September 2019	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)	November/December 2019	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Visit classrooms. • Quality of implementation • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 	January/February 2020	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter

Name of School: BRIGGS PUBLIC SCHOOL			
Evidenced-Based, Whole-School Reform Model	Description of the Implementation (Only the approved models listed on the United States Department of Education’s webpage can be adopted. Information can be found at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.	Timeline for Implementation	Name and Position of Responsible Person(s)
	Attendance at three-day Experienced Sites Conference for principal, Turnaround Officer/facilitator, Schoolwide Solutions coordinator.	February 2020	Briggs: SFA: TBD
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Assessment and regrouping assistance • Coaching • Leading for Success • Contract planning 	April/May 2020	Briggs: SFA: Trainers/Coaches: Debra Shaw, Sharon Waters, Jennifer Potter
3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.	Briggs Public Schools will work in partnership with the Success for All Foundation (SFAF) to implement SFAF’s evidence-based, whole-school reform model for grades PreK-8. SFAF meets the definition of a whole-school reform developer as defined in the SIG grant requirements as SFAF maintains the proprietary rights to the curriculum, organizational, and professional development components that comprise its whole-school reform model.		

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

BUDGET SECTION

LEA BUDGET NARRATIVE

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

Briggs Public School proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 8th grade. To implement this model the district will complete comprehensive planning, preparation, and partial implementation of schoolwide components addressing family and community engagement, attendance, and behavior management (Schoolwide Solutions component) during during Year 1(See the following section for the Year 1 Planning and pre-implementation budget narrative). Class schedules will be adjusted and modified to provide 90 minutes of collaboration time for staff to meet as PLC's during Year 1. Collaboration time will be extended in Year 2 by implementing a late start and/or early release schedule. Full implementation of reading, PowerTeaching Math (6-8), and schoolwide components begins in Year 2. Implementation of PowerTeaching (1-5) for math begins in Year 3. (For a detailed description of the implementation see- Evidence-Based, Whole-School Reform Model: Description of the Implementation.)

The following materials and resources will be needed to implement the proposed initiatives:

Year 2

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8)

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8) curriculum materials.

Cost: \$92,077

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and the PowerTeaching Math (6-8) program introductions

(5 day teacher academy), GAT review, Experienced Sites Conference, Ongoing coaching: 23 on-site training/support days, 3 attendees at ESC
Cost: \$52,815

Year 3

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: PowerTeaching Math, Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge curriculum materials.
Cost: \$29,052

Training/Support: PowerTeaching Math (1-5) program introduction. Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and Power Teaching Math (6-8) refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 17 on-site training/support days, 3 attendees at ESC
Cost: \$39,325

Year 4

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math curriculum materials.
Cost: \$12,097

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 14 on-site training/support days, 3 attendees at ESC

Cost: \$32,140

Year 5

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math curriculum materials.

Cost: \$6,923

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 14 on-site training/support days, 3 attendees at ESC

Cost: \$32,140

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Additional Training: If new teachers join Briggs Public School staff after the start of implementation SFA coaches will provide the necessary training on-site during already scheduled school visits or additional on-site visits will be added.

Training/Support: Optional 5 additional on-site days to train newly hired staff.

Cost: \$2,400/day

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

The Briggs Public School District will hire a full-time Turnaround Officer (1.0 FTE) that will also serve as the Success for All Facilitator. It was determined that due to the scope of the SFA Whole-School Reform Model it was necessary for the Turnaround Officer to be a full-time employee. Success for All requires a facilitator as part of the U.S.D.E. approved evidence-based, whole-school model. The responsibilities of the facilitator are essentially the same as that of the Turnaround Officer – oversight and management of the implementation model – therefore, the dual role.

The LEA must complete and attach the budget pages required for the LEA Section of the application:

- Summary Budget page and Justification page for each fiscal year* of the grant for the LEA activities;
- Summary Budget page totaling the amounts shown on the LEA Summary Budget page and each of the Summary Budget pages for the Priority Schools and/or Focus Schools for each fiscal year of the grant.

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

SCHOOL BUDGET NARRATIVE

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

Provide in the space below, a budget narrative for **each** school to be served. The narrative must describe in detail the needs of the school to implement the selected intervention model and the proposed initiatives, services, and/or resources. The school budget narrative must also address how the school will fund the additional Oklahoma requirements of the grant:

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

Briggs Public School proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 8th grade. To implement this model the district will complete comprehensive planning, preparation, and partial implementation of schoolwide components addressing family and community engagement, attendance, and behavior management (Schoolwide Solutions component) during during Year 1(See the following section for the Year 1 Planning and pre-implementation budget narrative). Class schedules will be adjusted and modified to provide 90 minutes of collaboration time for staff to meet as PLC's during Year 1. Collaboration time will be extended in Year 2 by implementing a late start and/or early release schedule. Full implementation of reading, PowerTeaching Math (6-8), and schoolwide components begins in Year 2. Implementation of PowerTeaching (1-5) for math begins in Year 3. (For a detailed description of the implementation see- Evidence-Based, Whole-School Reform Model: Description of the Implementation)

The following materials and resources will be needed to implement the proposed initiatives:

Year 2

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading

Wings, Reading Edge, and PowerTeaching Math (6-8)

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and Power Teaching Math (6-8) curriculum materials.

Cost: \$92,077

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8) program introductions (5 day teacher academy), GAT review, Experienced Sites Conference, Ongoing coaching: 23 on-site training/support days, 3 attendees at ESC

Cost: \$52,815

Year 3

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: PowerTeaching Math, Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and the Reading Edge curriculum materials.

Cost: \$29,052

Training/Support: PowerTeaching Math (1-5) program introduction. Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math (6-8) refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 17 on-site training/support days, 3 attendees at ESC

Cost: \$39,325

Year 4

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math curriculum materials.

Cost: \$12,097

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 14 on-site training/support days, 3 attendees at ESC

Cost: \$32,140

Year 5

Implement: Schoolwide Solutions, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math

Staffing:

- *Turnaround Officer/SFA Facilitator: \$99,750*
- *Reading Coach: \$59,850*
- *Math Coach: \$59,850*
- *Tutors: \$53,200*
- *PD Stipends: \$47,880*

Materials: Replenish Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, and PowerTeaching Math curriculum materials.

Cost: \$6,923

Training/Support: Leading for Success planning, Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching Math refinement workshops (5 day teacher academy), Experienced Sites Conference, Ongoing coaching: 14 on-site training/support days, 3 attendees at ESC

Cost: \$32,140

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Additional Training: If new teachers join Briggs Public School staff after the start of implementation SFA coaches will provide the necessary training on-site during already scheduled school visits or additional on-site visits will be added.

Training/Support: Optional 5 additional on-site days to train newly hired staff.

Cost: \$2,400/day

In the space below, provide a budget narrative for each of the Priority Schools and/or Focus Schools planning pre-implementation activities. The LEA must include a description of any expenditures budgeted on the pre-implementation justification page and how they align to the activities described in this application. Expenditures included in this budget worksheet must align with the written description of activities and be allowable under the Guidance on FY2010 School Improvement Grants. **Please note, funds requested for pre-implementation are included as part of the LEA's first year award.**

Briggs Public School proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 8th grade. To implement this model the district will complete comprehensive planning, preparation, and partial implementation of schoolwide components addressing family and community engagement, attendance, and behavior management (Schoolwide Solutions component) during during Year 1. (For a detailed description of the implementation see- Evidence-Based, Whole-School Reform Model: Description of the Implementation.)

The following materials and resources will be needed to implement the proposed initiatives:

Year 1

Implement: Schoolwide Solutions

Staffing:

- *Turnaround Officer/SFA Facilitator: \$49,875*

Materials: New Leader's Guide, the Leading for Success Schoolwide Solutions Guide, and Getting Along Together classroom materials.

Cost: \$8,702

Training/Support: New Leaders workshops, Leading for Success planning, Schoolwide Solutions workshops, Experienced Sites Conference, Ongoing coaching: 16.5 training/support days, 3 attendees at ESC

Cost: \$37,515

The LEA must complete and attach the budget pages required by the School Section of the LEA application:

- Summary Budget page and Justification page for each year of the grant for each Priority School and/or Focus School to be served. Budgets submitted must be aligned to the model selected for each school. Each budget should be sufficient to cover the minimum (\$50,000 per year) not exceed the maximum (\$2,000,000 per year) award range allowable for each Priority School identified during each of the fiscal years over the period of availability of the grant.

- Total Summary Budget page for all requested funds for the LEA for each year of the grant.

APPENDIX A
FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

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

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

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

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

Intervention Models

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

who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

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

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

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

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

or

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

- ***Restart model:***

(1) A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school, if the school has been open for fewer than three years), including--

(A) Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(B) Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA;

(C) High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA; and

(D) No significant compliance issues, including in the areas of civil rights, financial management, and student safety;

(2) A restart model must enroll, within the grades it serves, and former student who wishes to attend the school.

- **School closure:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- **Transformation model:** A transformation model is one in which an LEA implements each of the following elements:
 - (1) Developing and increasing teacher and school leader effectiveness.
 - (A) Required activities. The LEA must--
 - (i) Replace the principal who led the school prior to commencement of the transformation model;
 - (ii) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement, that-
 - (1) Will be used for continual improvement of instruction;
 - (2) Meaningfully differentiate performance using at least three performance levels;
 - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - (4) Evaluate teachers and principals on a regular basis;
 - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - (6) Will be used to inform personnel decisions.
 - (iii) Use the teacher and principal evaluation and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
 - (iv) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation

and support system described in section I.A.2 (d) (1) (A) (ii) of these requirements, if applicable.

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

- (i) Providing additional compensation to attract and retain staff with the skill necessary to meet the needs of the students in a transformation school;
- (ii) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (iii) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(A) Required activities. The LEA must-

- (i) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (ii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and
- (iii) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

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

- (i) Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective;
- (ii) Implementing a school wide "response-to-intervention" model;
- (iii) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skill to master academic content;
- (iv) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (v) In secondary schools-

(1) Increasing rigor by offering opportunities for students to enroll in advanced

coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate

rigorous and relevant project-inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

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

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

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

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

(A) Required activities. The LEA must-

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

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

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

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

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

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

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

(4) Providing operational flexibility and sustained support.

(A) Required activities. The LEA must-

(i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates; and

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

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

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

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

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

- **Evidence-Based, Whole-School Reform Model:** – To implement an approved evidence-based proprietary or non-proprietary strategy. Additional information can be found on the USDE website at <http://www2.ed.gov/programs/sif/sigevidencebased/index.html> and should be taken into consideration when choosing one of the strategies. Under the final requirements, an evidence based, whole school reform model-
 - (1) Is supported by evidence of effectiveness, which must include at least one study of the model that-
 - (A) Meets *What Works Clearinghouse* evidence standards with or without reservations;
 - (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the *What Works Clearinghouse*; and
 - (C) If meeting *What works Clearinghouse* evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
 - (2) Is a whole-school reform model as defined in these requirements; and
 - (3) Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

- **Early Learning Model:** An LEA implementing the early learning model in an elementary school must-
 - (1) Implement each of the following early learning strategies-
 - (A) Offer full-day kindergarten;
 - (B) Establish or expand a high-quality preschool program (as defined in these requirements);
 - (2) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;

- (3) Replace the principal who led the school prior to commencement of the early learning model;
- (4) Implement rigorous, transparent, and equitable evaluation and support systems for teachers, and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);
- (5) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (6) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;
- (7) Use data to identify and implement an instructional program that-
 - (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- (8) Promote the continuous use of student data (such as form formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
- (9) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

Lowest-achieving schools: as determined by the state.

On February 8, 2012 the United States Department of Education approved Oklahoma's ESEA Flexibility Waiver. In the Waiver, Oklahoma included a list of Priority Schools, which are the lowest performing (i.e., Priority Schools) in the state. The **Priority School definition (as modified from ESEA Flexibility for Oklahoma)**: A school that, based on scores on the most

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

Priority School:

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

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

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

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

Current SIG schools are eligible to apply for additional years, not to exceed 5 years.

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

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

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

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

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

- a. Analyze the needs of its schools and select an intervention for each school;
- b. Design and implement interventions consistent with these requirements;
- c. Recruit, screen, and select external providers, if applicable, to ensure their quality;
- d. Align other resources with the interventions;
- e. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- f. Sustain the reforms after the funding period ends.

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

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

APPENDIX B

RESOURCES FOR EVALUATING EXTERNAL PROVIDERS/PARTNERS

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

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

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

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

RESOURCES FOR GRANT APPLICATIONS

United States Department of Education
<http://www2.ed.gov/programs/sif/index.html>

Center for Comprehensive School Reform and Improvement
http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1

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

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

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

APPENDIX C
RUBRIC FOR APPLICATION REVIEW

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

LEA CAPACITY

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

Criteria:

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

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

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

EXTERNAL PROVIDERS

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

Criteria:

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

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

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

Level I	Level II	Level III
<ul style="list-style-type: none"> The justification for the selection of external providers does not include the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement. 	<ul style="list-style-type: none"> The justification for the selection of external providers includes some of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement. 	<ul style="list-style-type: none"> The justification includes all of the following criteria: history of success, alignment with LEA initiatives, capacity to serve, and data-based evidence of success in improving student academic achievement.

LEA INTEGRATION OF SERVICES

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

Criteria:

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

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

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

LEA MODIFICATION OF POLICIES AND PROCEDURES

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

Criteria:

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

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

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

LEA SUSTAINABILITY

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

Criteria:

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

differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully continue the school reform strategies.

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

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

LEA OVERSIGHT

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

Criteria:

- a) The LEA has identified a 1003(g) Turnaround Office(r) that meets regularly with SEA staff to discuss the progress of schools, and the Turnaround Office Staff are highly knowledgeable educators who specialize in school improvement, understand culture and climate, relate well to stakeholders, and understand the scope of comprehensive reform strategies required as a part of implementing a SIG model.

Job Description of Turnaround Officer-

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

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

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

EVIDENCE-BASED STRATEGIES

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

Criteria:

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

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

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

MODIFICATIONS FOR LEA’S ELIGIBLE FOR RURAL EDUCATION ASSISTANCE PROGRAM

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

Criteria:

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

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

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

IMPLEMENTING RESTART MODEL

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

Criteria:

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

the designated student groups, and the charter school operator, CMO, EMO has no significant compliance issues, including in the areas of civil rights, financial management, and student safety.

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

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

IMPLEMENTING EVIDENCE-BASED, WHOLE SCHOOL REFORM MODEL

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

Criteria:

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

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

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

SCHOOL NEEDS ASSESSMENT AND IDENTIFICATION OF INTERVENTION MODEL

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

Criteria:

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

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

Level I	Level II	Level III
<ul style="list-style-type: none"> • No data sources were used in the analysis or summary of analysis is 	<ul style="list-style-type: none"> • Few data sources (1-3) were used and summarized into a 	<ul style="list-style-type: none"> • Multiple data sources (4 or more) were used and have been

<p>nonexistent.</p> <ul style="list-style-type: none"> The identified model is not supported by the data analysis and needs assessment. 	<p>limited analysis.</p> <ul style="list-style-type: none"> The identified model is partially supported by the data analysis and needs assessment. 	<p>summarized into a meaningful analysis.</p> <ul style="list-style-type: none"> The identified model is fully supported by the data analysis and needs assessment.
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SCHOOL SMART GOALS

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

SCHOOL INTEGRATION OF SERVICES

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

Criteria:

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

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

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

School Modification of Policies and Procedures

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

SCHOOL SUSTAINABILITY

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

FAMILY AND COMMUNITY ENGAGEMENT

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

Criteria:

- a) The LEA has demonstrated it has involved and received commitment of support from relevant stakeholders, including administrators, teachers, teachers unions (if appropriate), parents, students, and outside community members in activities related to decision making, choosing an intervention model, and /or development of the model’s design.
- b) The LEA has a plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model. (e.g. Mentoring Programs, Community Action Boards, Science and Art Fairs, Grandparents Day)

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

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

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

Level I	Level II	Level III
<ul style="list-style-type: none"> The LEA has not addressed the plan for the pre-implementation period and/or expenditures are not allowable under Section J of the Non-Regulatory Guidance*. 	<ul style="list-style-type: none"> The LEA has addressed the plan for pre-implementation and expenditures are allowable under Section J of the Non-Regulatory Guidance*, however, more specific detail is needed. 	<ul style="list-style-type: none"> The LEA has developed a plan for the pre-implementation period and all expenditures are allowable under Section J of the Non-Regulatory Guidance*.

SCHOOL ACTION PLAN FOR INTERVENTION MODEL

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

Criteria:

- a) The LEA has outlined its design and implementation activities for each intervention model with an established timeline, and the person/title of the position providing leadership for each requirement of the intervention has been determined.
- b) The LEA has demonstrated it has involved and received commitment for support from relevant stakeholders in activities related to decision making, choosing an intervention model, and/or development of the model’s design.
- c) The LEA has identified staff with the credentials and capacity to implement the selected intervention successfully.
- d) The LEA has identified its ability to serve the Priority School.
- e) The LEA has in place a principal with the necessary credentials and capacity to lead the Priority School.
- f) The LEA has conducted a strategic planning process that supports the selection and implementation of the chosen model.
- g) The LEA has developed budgets for five (5) fiscal years that directly align to the activities and strategies stated in the plan.
- h) The LEA has developed a monitoring plan that encompasses multiple visits to each school and requires evidence of effective LEA interventions if there is limited student academic success.
- i) The LEA has plans to adopt alternative/extended school-year calendars adding time beyond the instructional day for each identified Priority School to be served.

- j) The LEA has established an FTE for an LEA Turnaround Office or Officer(s) that will be responsible to the day-to-day management of reform efforts at the school level and coordinating with the SEA.

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

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

LEA/School Budget Summary

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

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