

School Improvement Grants

# Application for FY 2014 New Awards Competition

Section 1003(g) of the  
Elementary and Secondary Education Act  
Fiscal Year 2014

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**District Name:**



DEPARTMENT OF  
EDUCATION

Oregon Department of Education  
Salem, OR 97310

# SUBMISSION INFORMATION

## **Electronic Submission:**

The Oregon Department of Education strongly prefers to receive a district's FY 2014 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The district should submit its FY 2014 application to [erica.anderson@ode.state.or.us](mailto:erica.anderson@ode.state.or.us)

The cover page must be signed by the superintendent and school board chairperson. It can be electronically signed and submitted with the application, or the district may submit a paper copy of the cover page signed by the district superintendent and school board chairperson to the address listed below under "Paper Submission."

## **Paper Submission:**

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

Erica Anderson  
Oregon Department of Education  
255 Capitol St NE  
Salem, OR 97310

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

## **Application Deadline**

Applications are due on or before May 20, 2015.

## **For Further Information**

If you have any questions, please contact Erica Anderson at (503) 947-5880 or by e-mail at [erica.anderson@ode.state.or.us](mailto:erica.anderson@ode.state.or.us).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:	Applicant's Mailing Address:
District Contact for the School Improvement Grant  Name:  Position and Office:  Contact's Mailing Address:    Telephone:  Fax:  Email address:	
District Superintendent (Printed Name):	Telephone:
Signature of the District Superintendent:  X	Date:
The district agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State and/or District receives through this application.	
District School Board Chairperson (Printed Name):	Telephone:
Signature of the District School Board Chairperson:  X	Date:

## DISTRICT APPLICATION REQUIREMENTS

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

A district must identify each school that it is applying to serve and that it commits to serve, and the district must identify the model that it will use in each school as applicable. Enter school information in the table below.

Intervention model districts may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) evidence-based whole school reform model; and (6) early learning model.

SCHOOL NAME	NCES ID #	STATE SCHOOL ID #	Priority or Focus (Include ODE school improvement tier assigned fall 2014)	INTERVENTION:
Example Elementary School	XXXXXX	XXXXXX	Focus, Tier 3	Transformation

**B. DESCRIPTIVE INFORMATION: A district must include the following information in its application for a School Improvement Grant.**

**(1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified. *[Respond to parts 1A – 1C]***

(1A) [Enter response here. Describe how family and community stakeholders have been engaged in identifying the needs of the school and selecting an intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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The LEA, in conjunction with school leadership from each school it commits to serve, has engaged family and community stakeholders in multiple ways and at multiple times to allow for assessment and review of the needs of the school and proposed intervention model.	The LEA or the school it is committing to serve, have engaged family and community stakeholders to allow for assessment and review of the needs of the school and proposed intervention model.	The LEA or the school it is committing to serve, has informed family and community stakeholders of the proposed intervention model.	No action was taken to engage family and community stakeholders.
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(1B) [Enter response here. Describe how the needs analysis takes into account the current state of improvement efforts at the school. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The needs analysis, conducted by the LEA, in conjunction with school leadership, takes into account the current improvement strategies / priorities being implemented AND incorporates a review of the ODE CAP Review Feedback.	The needs analysis takes into account the current improvement strategies / priorities being implemented and might incorporate a review of the ODE CAP Review Feedback.	The needs analysis acknowledges the current improvement strategies / priorities being implemented.	The needs analysis disregards current improvement strategies / priorities.

(1C) [Enter response here. Describe how the needs assessment takes into account the current state of the school. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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The needs analysis, conducted by the LEA, in conjunction with the school, articulates the strength of curricular and instructional needs, the status of the comprehensive assessment system and use of data teams for decision-making, and the capacity of the teaching staff to implement the intervention selected.	The needs analysis conducted articulates the strength of curricular and instructional needs, the status of the comprehensive assessment system and use of data teams for decision-making, and the capacity of the teaching staff to implement the intervention selected.	The needs analysis alludes to or references curricular and instructional needs, assessment systems and data teams, and the capacity of the teaching staff to implement the intervention selected.	The needs of the school were not addressed.
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**(2) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention. [Respond to parts 2A – 2B]**

(2A) [Enter response here. Describe the process for garnering input from family and community stakeholders. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
Family and community stakeholders were educated on the current report card ratings, current improvement efforts (CAP, Priorities, etc.) AND provided opportunities for dialogue and feedback with both the LEA and school leadership pertaining to the current state of the school and improvement efforts.	Family and community stakeholders were provided opportunities for dialogue and feedback with school leadership or LEA leadership pertaining to the current state of the school and improvement efforts.	Family and community stakeholders were made aware of the LEA's intent to engage in the SIG process on behalf of the school.	No action was taken to engage family and community stakeholders.

(2B) [Enter response here. Describe the process for considering the input from family and community stakeholders. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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LEA in collaboration with school leadership, analyzed and considered family and community stakeholder input in selecting the intervention and provided opportunities for final approval.	LEA in collaboration with school leadership, analyzed and considered family and community stakeholder input in selecting the intervention.	LEA and / or school leadership analyzed and considered family and community stakeholder input in selecting the intervention.	No action was taken to consider family and community stakeholder input.
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**(3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, or early learning model.**

[(3)] Enter response here. Describe actions taken, or will take, to design and implement a plan for the selected model. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
<p>The LEA in collaboration with school leadership, has designed a plan that specifically references AND addresses the final requirements of the selected model.</p> <p style="text-align: center;"><b>OR</b></p> <p>The LEA in collaboration with school leadership, has developed specific structures and timelines to finalize a plan to address the final requirements of the selected model.</p>	<p>The LEA has designed a plan that specifically references AND addresses the final requirements of the selected model.</p> <p style="text-align: center;"><b>OR</b></p> <p>The LEA has developed structures and timelines to finalize a plan to address the final requirements of the selected model.</p>	<p>The LEA has designed a plan that potentially addresses the final requirements of the selected model.</p> <p style="text-align: center;"><b>OR</b></p> <p>The LEA has developed a timeline to finalize a plan to address the final requirements of the selected model.</p>	<p>The communicated plan does not address the final requirements of the selected model.</p>

**(4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation. [respond to 4A and 4B]**

[(4A)] Enter response here. Describe actions taken to determine the capacity of the school to fully and effectively implement the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA in collaboration with school leadership, has taken steps to determine the capacity of the <b>school</b> to fully and effectively implement the selected intervention beginning on the first school day of the implementation year.	The LEA has taken steps to determine the capacity of the <b>school</b> to fully and effectively implement the selected intervention beginning on the first school day of the implementation year.	The LEA has taken steps to determine the capacity of the <b>school</b> to implement the selected intervention.	Steps to determine the capacity of the <b>school</b> were not communicated.

[(4B) Enter response here. Describe actions taken to determine the capacity of the district to support the full and effective implementation of the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA in collaboration with school leadership, has taken steps to determine the capacity of the <b>district</b> to support the full and effective implementation of the selected intervention beginning on the first school day of the implementation year.	The LEA has taken steps to determine the capacity of the <b>district</b> to support the full and effective implementation of the selected intervention beginning on the first school day of the implementation year.	The LEA has taken steps to determine the capacity of the <b>district</b> to support the implementation of the selected intervention.	Steps to determine the capacity of the <b>district</b> to support the intervention were not described.

**(5) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.**

[(5) Enter response here. Describe how additional resources will be aligned to support the implementation of the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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The LEA, in collaboration with school leadership, has clearly articulated additional resources available to the school AND has described, specifically, how those resources will be aligned to meet the needs of the school and selected intervention.	The LEA has articulated additional resources available to the school AND has described how those resources will be aligned to meet the needs of the school and selected intervention.	The LEA has articulated additional resources available to the school OR has described how additional resources might be aligned to meet the needs of the school and selected intervention.	Alignment of additional resources to support the implantation of the selected intervention was not described.
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**(6) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.**

[(6) Enter response here. Describe the necessary changes to practices and policies to support the full and effective implementation of the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
<p>The LEA, in collaboration with school leadership, has identified practices and policies that would potentially inhibit the full and effective implementation of the selected intervention AND has taken steps to adjust said practices / policies.</p> <p>- or -</p> <p>The LEA, in collaboration with school leadership, has agreed that no policies / practices exist that would prevent the full and effective implementation of the selected intervention.</p>	The LEA has identified practices and policies that would potentially inhibit the full and effective implementation of the selected intervention AND has taken steps to adjust said practices / policies or proposed plans to begin adjusting practices / policies.	The LEA has identified practices and policies that would potentially inhibit the full and effective implementation of the selected intervention.	The need to modify practices or policies was not addressed.

**(7) 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).**

[(7) Enter response here. Describe how the LEA will provide oversight and support for implementing the

selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA, in collaboration with school leadership, has described mechanisms to oversee and support the implementation of the selected intervention that includes specific articulation of an office or individual responsible for the described activities as well as clear timelines for focused dialogue and adjustment (where necessary).	The LEA has described mechanisms to oversee and support the implementation of the selected intervention that includes reference of an office or individual responsible for the described activities as well as clear timelines for focused dialogue.	The LEA has described mechanisms to oversee the implementation of the selected intervention that includes reference of an office or individual responsible for the described activities and may include loosely defined timelines for check-ins.	Description does not articulate how the LEA will provide oversight and support to the school.

**(8) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.**

[(8) Enter response here. Describe the ongoing engagement of families and the community regarding the implementation of the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA, in conjunction with school leadership from each school it commits to serve, has described how they will engage family and community stakeholders in multiple ways and at multiple times throughout the implementation of the proposed intervention model.	The LEA or the school it is committing to serve, have described how they will engage family and community stakeholders throughout the implementation of the proposed intervention model.	The LEA or the school it is committing to serve has described a plan to inform family and community stakeholders throughout the implementation of the proposed intervention model.	No action was taken to engage family and community stakeholders throughout the implementation of the proposed intervention model.

**(9) The LEA must describe how it will sustain the reforms after the funding period ends.**

[(9) Enter response here. Describe the strategies and plans for sustainability. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA will articulate sustainability efforts throughout the implementation, support and oversight of the selected intervention, including a tapered budget as well as necessary PD / training to ensure the improvement efforts last beyond the funding period.	The LEA will articulate sustainability efforts throughout the implementation of the intervention, including a tapered budget as well as necessary PD / training to ensure the improvement efforts last beyond the funding period.	The LEA will articulate sustainability efforts throughout the implementation of the intervention, including a tapered budget.	The LEA did not describe any plans or strategies for sustainability.

**(10) 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.**

[(10A) Enter response here. Describe the process for evaluating and selecting evidence-based strategies. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA, in conjunction with school leadership, has described the process used to determine how the strategies to be implemented are evidence-based and align to the needs of the school.	The LEA has described the process used to determine how the strategies to be implemented are evidence-based and align to the needs of the school.	The LEA has described the process used to determine how the strategies to be implemented are evidence-based but has not described alignment to the needs of the school.	The LEA has not describe a process to determine how the selected strategies are evidence-based.

[(10B) Enter response here. Describe the implementation of evidence-based strategies. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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The LEA, in conjunction with school leadership, has described a plan to implement the selected strategies, supported by evidence of effectiveness.	The LEA has described a plan to implement the selected strategies, supported by evidence of effectiveness.	The LEA has not described a plan to implement the selected strategies or the implementation plan does not describe how the strategies are supported by evidence of effectiveness.	The LEA does not describe a strategy to implement.
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- (11) The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by-**
- a) Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,**
  - b) Measuring progress on the leading indicators as defined in the final requirements.**

[(11A) Enter response here. Describe the annual goals for improved student achievement. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA, in collaboration with school leadership, has described annual goals based on reading and mathematics student data, as well as periodic check-in measures, to ensure improved achievement for students.	The LEA has described annual goals based on reading mathematics student data, as well as quarterly check-in measures, to ensure improved achievement for students.	The LEA has described annual goals to ensure improved achievement for students.	The LEA did not describe annual goals.

[(11B) Enter response here. Describe the strategies for monitoring progress. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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The LEA, in collaboration with school leadership, has described detailed periodic progress monitoring structures, strategies, and benchmarks to ensure successful implementation of the final requirements of the selected intervention.	The LEA has described periodic progress monitoring structures, strategies, and benchmarks to ensure successful implementation of the final requirements of the selected intervention.	The LEA has somewhat described monitoring structures and benchmarks to ensure successful implementation of the final requirements of the selected intervention.	The LEA did not described plans for monitoring progress.
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**(12) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.**

[(12) Enter response here. Describe the timeline for implementing the selected intervention. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA, in collaboration with school leadership, has described a timeline that includes specific monitoring and review opportunities conducted by the LEA, opportunities for family and community stakeholder updates and review, and specific measures aligned to the final requirements of the selected intervention and the planned activities.	The LEA has described a timeline that includes monitoring opportunities conducted by the LEA and measures aligned to the final requirements of the selected intervention and the planned activities.	The LEA has described a timeline that includes monitoring opportunities and measures aligned to the planned activities.	The LEA has not described a timeline that supports the implementation of the selected intervention.

**(13) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.**

[(13A) Enter response here. Describe the actions taken to screen and select external providers. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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<p>The LEA, in collaboration with school leadership and family and community members, has developed a rigorous process to select an external provider that includes an examination of provider's reform plans and strategies that are research based and match the LEA's and school's capacity to implement.</p>	<p>The LEA has developed a rigorous process to select an external provider that includes an examination of provider's reform plans and strategies that are research based and match the LEA's and school's capacity to implement.</p>	<p>The LEA has developed a process to select external providers.</p>	<p>The LEA does not describe a process to select external providers.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>
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[13B) Enter response here. Describe the processes and timelines for review and accountability of external providers. See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
<p>The LEA, in collaboration with school leadership, has developed and communicated a plan to review regularly the external provider's contract that holds accountable services and performance of the external provider.</p>	<p>The LEA has developed and communicated a plan to review regularly the external provider's contract that holds accountable services and performance of the external provider.</p>	<p>The LEA has somewhat developed timelines or protocols for reviewing the external provider's ongoing work with the school.</p>	<p>The LEA has not described timelines and protocols for monitoring the progress of the external provider.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>

**(14) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.**

[(14) Enter response here. Describe accountability plans for external providers here. See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
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<p>The LEA, in collaboration with school leadership and family and community members, has developed a plan to review regularly the external provider's contract that holds accountable services and performance, as well as protocols responding to if the external provider is not fulfilling their responsibility within the contract.</p>	<p>The LEA has developed a plan to review regularly the external provider's contract that holds accountable services and performance, as well as protocols responding to if the external provider is not fulfilling their responsibility within the contract.</p>	<p>The LEA has developed a plan to review the external provider's contract that holds accountable services and performance.</p>	<p>The LEA did not describe plans for monitoring external providers.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>
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**(15) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention. If the district selects the turnaround or transformation model for any of its 2014-15 SIG eligible schools, the district also must submit a letter from the union or association in support of the SIG requirements associated with the selected model (see Appendix B for a sample letter). [respond to 15A, 15B and 15C]**

[(15A) Enter response here. Describe the activities, timeline, and description of implementation in the planning year (where applicable). See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
<p>The LEA, in collaboration with school leadership, has described a plan (including activities and timelines) to preserve current improvement efforts while supporting the pre-implementation and planning for the selected intervention.</p>	<p>The LEA has described an intent to preserve current improvement efforts while supporting the pre-implementation and planning for the selected intervention.</p>	<p>The LEA has described a plan to support the pre-implementation and planning for the selected intervention.</p>	<p>The LEA has selected a pre-implementation year, but does not include a plan or timeline.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>

[(15B) Enter response here. Describe how the newly hired principal will be introduced and transitioned to the SIG plan. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
The LEA has described structures, timelines and expectations for the newly hired principal to review the SIG plan and the expectations communicated therein and has described a process for revising the SIG plan based on the newly hired principal's input, honoring the input from stakeholders as described in 2A & 2B.	The LEA has described timelines for the newly hired principal to review the SIG plan described a process for revising the SIG plan based on the newly hired principal's input, honoring the input from stakeholders as described in 2A & 2B.	The LEA has described timelines for the newly hired principal to review the SIG plan described.	The LEA plans to rehire a turnaround principal, but does not address the transition to SIG implementation.  Score will not be given if not applicable and will not count against the school's overall score.

[(15C) Acknowledge inclusion of the letter of support from the local teachers' association.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
n / a	The LEA has included a letter of support from the local teachers' association in support of the SIG requirements associated with the selected intervention.	n / a	No letter is included in the application.  Score will not be given if not applicable and will not count against the school's overall score.

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

[(16) Enter response here. Describe the intent of the element being modified and a plan for meeting the intent. See the evaluation rubric below for guidance.]

<b>3</b> strong / thorough response	<b>2</b> average / partial response	<b>1</b> weak / minimal response	<b>0</b> not addressed
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<p>The LEA has thoughtfully articulated the intent of the element it is choosing to modify and has described a plan to meet the intent of the element, including specific goals / measures aligned to the element and timelines and protocols for adjusting implementation activities if / when those goals aren't met.</p>	<p>The LEA has referenced the intent of the element it is choosing to modify and has described a plan to meet the intent of the element, including specific goals / measures aligned to the modified element.</p>	<p>The LEA described a plan to meet the intent of the element, including specific goals / measures aligned to the modified element.</p>	<p>The LEA has not described a plan to meet the intent of the modified element.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>
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- (17) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will**
- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and**
  - b. Partner with a strategy developer, as defined in the final SIG requirements.**

[(17A) Enter response here. Describe implementation of an evidence-based, whole-school reform model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served. See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
<p>The LEA, in collaboration with school leadership, has selected a reform strategy aligned to the needs of the school (as determined by the needs assessment) as well as aligned to the population / setting of the selected school.</p>	<p>The LEA has selected a reform strategy aligned to the needs of the school as well as aligned to the population / setting of the selected school.</p>	<p>The LEA has selected a reform strategy aligned to the population / setting of the selected school.</p>	<p>The LEA has not selected a reform strategy aligned to the population / setting of the school.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>

[(17B) Enter response here. Describe the LEA partnership with a strategy developer. See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
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<p>The LEA, in collaboration with school leadership and family and community members, has developed a rigorous process to evaluate and select a strategy-developer, ensuring the developer has the capacity and experience to implement the reform strategy and to meet the articulated achievement goals and final requirements.</p>	<p>The LEA has developed a rigorous process to evaluate and select a strategy-developer, ensuring the developer has the capacity and experience to implement the selected intervention and to meet the articulated achievement goals and final requirements.</p>	<p>The LEA has developed a process to select a strategy-developer, but has deferred evaluation of capacity and experience to implement the selected intervention and to meet the articulated achievement goals and final requirements to said developer.</p>	<p>The LEA has not selected a reform strategy aligned to the population / setting of the school.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>
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**(18) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.**

[(18) Enter response here. Describe the review process of the charter school operator, CMO, or EMO. See the evaluation rubric below for guidance.]

<p><b>3</b> strong / thorough response</p>	<p><b>2</b> average / partial response</p>	<p><b>1</b> weak / minimal response</p>	<p><b>0</b> not addressed</p>
<p>The LEA, in collaboration with school leadership and family and community members, has developed a rigorous review process to select and monitor the operator selected that takes into account research-based strategies, performance, and continued evaluation and monitoring of implementation.</p>	<p>The LEA has developed a rigorous review process to select and monitor the operator selected that takes into account research-based strategies, performance, and continued evaluation and monitoring of implementation.</p>	<p>The LEA has developed a process to select or monitor operators of the school.</p>	<p>The LEA did not address a rigorous review process.</p> <p>Score will not be given if not applicable and will not count against the school's overall score.</p>

**C. BUDGET: A district must include a budget that indicates the amount of school improvement funds the district will use each year in each 2014-15 SIG eligible school it commits to serve.**

The district must provide a budget that indicates the amount of school improvement funds the district will use in each school it proposes to serve and the funds it will use to –

- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s priority and focus schools.

Fill in the Table below and submit a copy of the Budget Template for each school for which the district is applying (see LEA Appendix A for the budget template). The budget template aligns the SIG requirements with the 34 CAP Indicators. Each SIG requirement must be present in the budget as it will be the starting point for the school’s improvement plan (CAP) for the 2015-16 school year. If funds other than SIG funds will be used for a SIG requirement, indicate the source of funds in the budget template. If the district expects a school will meet one or more SIG requirements without any associated costs (from SIG funds or other funds), or will not expend any funds on a particular requirement during Year 1, indicate as much on the budget template on an expenditure line with a cost of zero. All SIG requirements, as listed on the indicator sheet of the budget template, must appear on the expenditure sheet of the budget template.

Note: : An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each priority or focus school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s budget plan. Additionally, an LEA’s budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA’s budget for each year may not exceed the number of the number of priority and focus schools it commits to serve multiplied by \$2,000,000.

**Example: LEA Proposing a Planning Year for One or More Schools**

LEA XX BUDGET						
	Year 1 Budget (Planning)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability Activities)	Five- Year Total
Priority ES #1	\$30,000	\$240,200	\$231,000	\$220,000	\$150,000	<b>\$871,200</b>
Focus MS #1	\$82,000	\$355,000	\$310,000	\$294,000	\$110,000	<b>\$1,151,000</b>
District-level Activities and/or indirect			\$30,000	\$30,000	\$20,000	<b>\$80,000</b>
<b>Total Budget</b>	<b>\$112,000</b>	<b>\$595,200</b>	<b>\$571,000</b>	<b>\$544,000</b>	<b>\$280,000</b>	<b>\$2,102,200</b>

**Example: LEA Proposing to Implement a Model in One or More Schools on the First Day of the Upcoming School Year**

LEA XX BUDGET							
	Year 1 Budget		Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Sustainability Activities)	Year 5 Budget (Sustainability Activities)	Five-Year Total
	Pre-implementation	Year 1 (Full Implementation)					
Priority ES #1	\$51,000	\$265,000	\$231,000	\$190,000	\$130,000	\$90,000	<b>\$957,000</b>
Focus MS #1	\$106,000	\$392,000	\$355,000	\$294,000	\$160,000	\$110,000	<b>\$1,471,000</b>
District-level	\$50,000		\$50,000	\$50,000	\$30,000	\$20,000	<b>\$200,000</b>

Activities and/or indirect						
<b>Total Budget</b>	<b>\$ 864,000</b>	<b>\$ 636,000</b>	<b>\$ 534,000</b>	<b>\$320,000</b>	<b>\$220,000</b>	<b>\$2,628,000</b>

**Note:** A District may fill out both charts if it is applying for a planning year for some, but not all, of the schools it proposes to serve.

**Planning Year Budget for One or More Schools**

<b>[DISTRICT NAME] BUDGET</b>						
	<b>Year 1 Budget (Planning)</b>	<b>Year 2 Budget (Full implementation)</b>	<b>Year 3 Budget (Full implementation)</b>	<b>Year 4 Budget (Full implementation)</b>	<b>Year 5 Budget (Sustainability Activities)</b>	<b>Five- Year Total</b>
[School Name]						
[School Name]						
District-level Activities and/or indirect						
<b>Total Budget</b>						

**Budget for One or More Schools Implementing a Model on the First Day of the Upcoming School Year:**

<b>[DISTRICT NAME] BUDGET</b>							
	<b>Year 1 Budget</b>		<b>Year 2 Budget (Full implementation)</b>	<b>Year 3 Budget (Full implementation)</b>	<b>Year 4 Budget (Sustainability Activities)</b>	<b>Year 5 Budget (Sustainability Activities)</b>	<b>Five-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 (Full Implementation)</b>					
[School Name]							
[School Name]							
District-level Activities and/or indirect							
<b>Total Budget</b>							

**D. ASSURANCES: A district must include the following assurances in its application for a School Improvement Grant.**

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus school, that the LEA commits to serve consistent with the final requirements;
- 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 Priority and Focus school that it serves with school improvement funds, and established goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

- 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;
- Ensure that 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.

A complete application includes:

Completely fill out cover sheet with superintendent's signature and school board chairperson's signature.

Part A of application: Fill in the Schools to be Served table.

Part B of application:

Use the 34 Comprehensive Achievement Indicators within Indistar to provide the district and school a basis for the needs assessment.

For the Transformation and Turnaround Models only, submit a letter of support from the Superintendent regarding hiring a turnaround principal (see Appendix C for an example).

Respond to Part B, numbers one through twelve.

Respond to Part B, numbers thirteen through eighteen where applicable.

Number 15C includes a letter of support from the Association regarding support for the SIG requirements.

Part C of application:

Fill in the District Budget table.

Submit a budget for each school by completing a separate SIG Budget Template for each school.

Part D: Check the assurance boxes.