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| **Application for FY 2013 New Awards Competition**  **Section 1003(g) of the**  **Elementary and Secondary Education Act**  CFDA Number: 84.377A | | |
| School Improvement Grants School Applications  **Fiscal Year 2013** | Bureau of Indian Education |  | |
|  | | |
|  | | |
| **Division of Performance and Accountability** | | |
| **Cohort III SIG Schools** | | |

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| Application packet for sub-grant for Section 1003(g) Funds for 2012-2013 school year. |

**APPLICATION COVER SHEET**

**SCHOOL IMPROVEMENT GRANTS**

|  |  |  |
| --- | --- | --- |
| Legal Name of Applicant: | Applicant’s Mailing Address: | |
| LEA/School Contact for the School Improvement Grant  Name:  Position and Office:  Contact’s Mailing Address:  Telephone:  Fax:  Email address: | | |
| School Authorizing Official (Printed Name): | | Telephone: |
| Signature of the School Authorizing Official:  X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date: |
| School Board President (Printed Name): | | Telephone: |
| Signature of the School Board President:  X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date: |
| The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application. | | |

**PROGRAM DESCRIPTION**

**Name of the grant program:** School Improvement Grant 1003(g)

**Authorization:** Elementary and Secondary Education Act of 1965, Title I, Part A, Subpart 1

**Amount of Funds:** The total amount of funding that will be available for the School Improvement Grant – Section 1003(g) for the coming fiscal year is between $50,000 and $2,000,000 (contingent upon monies received by the USED).

**Grant Period: July 1, 2013 through June 30 2016**

**Application Submission Deadline:** April 25, 2014 Tier I Schools

May 9, 2014 Tier III Schools

**NOTE: Please carefully consider the requirements and directions in the sub grant application.**

Timelines will be enforced. BIE will provide technical assistance from the dissemination period to the deadline for receipt of applications. If a Tier I school application is not approvable on first submission, the school will receive specific feedback in order to make revisions.

**A. Purpose:**

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act provides funds to eligible school districts (for BIE schools) for the purpose of providing intensive assistance to schools identified as in need of improvement under Section 1116 of the current reauthorization. The purpose of the School Improvement Grant – Section 1003(g) is to improve student proficiency and narrow or eliminate the existing achievement gap between non-Indian and Indian students, increase the number of schools making Adequate Yearly Progress (AYP), use data to inform decisions and create a system of continuous feedback and improvement, build local capacity, and increase high school completion and college enrollment rates for Indian students.

**B. Eligible Applicants:**

These funds will be available to schools identified as the 5% “persistently lowest-achieving” schools in the Bureau of Indian Education will be designated as Tier I schools. Schools that are in school improvement, corrective action, or restructuring status identified as being the bottom 5% of academic performance will be designated as Targeted Tier III. Other schools in school improvement, corrective action, or restructuring status may be able to apply once priority schools have been funded (Tier I & Targeted Tier III). The list of qualifying Tier I and Targeted Tier III schools can be found in Appendix A.

**C. Use of Grant Funds:**

Tier I schools receiving grants under this program must use the funds to implement one of the four required intervention models designed to enable the lowest achieving schools to meet accountability requirements and to support rapid improvement. Targeted Tier III schools receiving grants under this program must use the funds to implement differentiated supports which are research-based and designed to improve student achievement and positively affect overall school improvement.

**D. Measurable Outcomes:**

1. The number and percentage of students who score proficient on the ESEA state assessment in reading/language arts and mathematics in the grade span provided at the school will increase in schools that receive School Improvement Grant – Section 1003(g) funds.
2. Schools that receive School Improvement Grant – Section 1003(g) funds will make Adequate Yearly Progress and move out of improvement status.
3. Schools that receive School Improvement Grant – Section 1003(g) funds will make decisions regarding use of funds that are based on data and will create systems of continuous feedback and improvement.

**E. USED Required Intervention Models:**

Each of the four intervention models are described below. The Tier I schools must select the one intervention model that it determines will be most effective in building the school’s capacity to improve student achievement and move the school out of improvement status. The selection of the intervention must be based on data and the school’s needs assessment.

1. **Turnaround Model** - A turnaround model is one in which the school **MUST:**

1. Replace the principal and grant the new principal sufficient operational flexibility (including 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;
3. Screen all existing staff and rehire no more than 50 percent; and
4. Select new staff to replace those not rehired;
5. 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;
6. Provide staff with on-going, 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;
7. Adopt a new governance structure, which MUST include, but is not limited to, requiring the school to report to the newly established “turnaround office” in the SEA (Division of Performance and Accountability)
8. 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;
9. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
10. Establish schedules and implement strategies that provide increased learning time (as defined in the final requirements); and
11. Provide appropriate social-emotional and community-oriented services and supports for students

A turnaround model MAY also implement other strategies such as—

1. Any of the required and permissible activities under the transformation model; or
2. A new school model (e.g., themed, dual language academy, etc.).

2. **Restart Model –** A restart model is one in which the school decides to convert to charter or closes and reopens 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 profit or non-profit organization that provides “whole-school operation” services to a school). A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. **School Closure**- School closure occurs when the school determines that the most viable way to increase student achievement is to close and enroll the students who attended in other schools that are higher achieving. The 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.

4. **Transformation Model**- A transformation model is one in which the school implements EACH of the following strategies:

1. **Develop and increase teacher and school leader effectiveness**. The school **MUST**--
2. Replace the principal who led the school prior to the commencement of the transformation model;
3. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
4. take into account data on student growth (as defined in the regulations) 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 graduation rates; and
5. are designed and developed with teacher and principal involvement;
6. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and/or high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have failed to do so;
7. Provide staff on-going, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects deep understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
8. 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 transformation school.
9. Permissible Activities – A school implementing the transformation model may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--
10. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
11. Institute a system for measuring changes in instructional practices resulting from professional development;
12. Ensure that the school is not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher’s seniority;
13. **Comprehensive Instructional Reform Strategies** – The school **MUST** --
14. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
15. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
    1. Permissible Activities – A school implementing the transformation model may also implement comprehensive instructional reform strategies, such as--
16. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
17. Implement a school-wide “response to intervention” model;
18. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
19. Use and integrate technology-based supports and interventions as part of the instructional program; and
20. In secondary schools—
    * 1. Increase 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 coursework; and
      2. Improve student transition from middle to high school through summer transition programs or freshman academies;
      3. Increase graduation rates, through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
      4. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate
21. **Increase learning time and create community-oriented schools**. The schools implementing the transformation model **MUST** --
    1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and
    2. Provide ongoing mechanisms for family and community engagement
22. Permissible Activities – A school implementing the transformation model may also implement other strategies that extend learning time and create community-oriented schools such as --
    * + 1. Partner with parents and parent organizations, faith-and community-based organizations, health clinics, other State, tribal, or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
        2. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
        3. . Implement 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
        4. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
23. **Provide operational flexibility and sustained support.** The schools implementing the transformation model **MUST** --
    1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    2. Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.
24. Permissible Activities – A school implementing the transformation model may also implement other strategies for providing operational flexibility and intensive support, such as --
25. Allow the school to be run under a new governance arrangement, such as a turnaround office within the SEA. For BIE operated schools, this will be a requirement.
26. Implement a per-pupil school based budget formula that is weighted based on student needs.

**F. Tracking / Reporting Funds:**

School Improvement 1003(g) funds may be used in combination with other Title funds, but must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned specifically for school improvement. All reporting requirements associated with the BIE requirements will need to be followed for the portion of each school’s grant award.

**G. BIE Technical Assistance:**

The BIE will provide technical assistance to schools identified for school improvement as they develop and implement their plans. The BIE will hold technical assistance grant writing sessions for both Tier I and Targeted Tier III schools, will provide assistance with the school needs assessment process, will assist with analyzing data and provide support for intervention model selection, and will assist with analyzing and revising school budget’s so that the schools resources are used more effectively and are allocated to the strategies and activities most likely to increase student academic achievement and remove the school from school improvement status.

**H. Directions for Application Organization and Submission:**

Each of the following selection components must be clearly identified and addressed in sequence within the school’s sub grant application. Each section should start with the title of the component that is being addressed. Indicate the name of the applicant and the page number in the header or footer of each page.

A. Cover Page

B. Project Abstract (One Page)

C. Project Narrative to Include:

* + - 1. Needs Assessment – Inclusive of Data Analysis and Review of Policies
      2. Intervention Model Selection/Identification and Model Specific Assurances for Tier I School Improvement Strategy(s) for Targeted Tier III Schools
      3. Project Plan of Operation including Timelines
      4. Consolidated LEA Budget Narrative and Proposed Budget for SIG Sub grant
      5. Measurements of Progress
      6. Assurances
      7. Waivers

The sub grant application package must meet the following criteria:

* The project narrative must use line spacing of 1.5-2.0 and a 12-point font size.
* All pages of the Project Narrative must use one-inch margins and be numbered. Charts may use single-spacing and type size of 10-point font.
* The unbound original application should be on a standard size (8 ½ x 11) paper of regular weight.
* The prescribed coversheet must be the first page of the sub grant application.

Applications are due by close of business (COB) Mountain Time, on April 25, 2014 for Tier I schools and on May 9, 2014 for Tier III schools and submitted electronically to: [joel.longie@bie.edu](mailto:joel.longie@bie.edu).

In addition, the school must submit a paper copy of the cover page signed by the district’s authorized representative and the president of the school board to the address listed below.

**Dr. Joel D. Longie**

**Bureau of Indian Education**

**Academic Achievement Programs**

**1011 Indian School Road NW, Suite 332**

**Albuquerque, NM 87104**

**I & II Needs Assessment**

**&**

**Intervention Model Selection**

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis. Schools are required to use the Needs Assessment Tool.

|  |  |
| --- | --- |
| School Name:  Grade Levels:  Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below. ***The school should indicate that a review/modification of school policies and practices has been completed to ensure alignment with the selected intervention.***  (Attach needs assessment/data analysis and draft policies here) | |
| Tier I : Intervention Model Selected | Targeted Tier III : School Improvement Strategy(s): |

**III. Plan of Operation**

Schools are encouraged to utilize the Needs Assessment Tool to guide decisions needed for the Plan of Operation. The Needs Assessment identifies Rapid Improvement Indicators from the Center on Innovation and Improvement’s research regarding elements of school improvement that are most critical to put in place in order to “quickly” turn around low performing schools.

There is a Plan of Operation Worksheet/Template for each of the four intervention models. Use the appropriate Plan of Operation Worksheet/Template for the school’s selected intervention model. The school must include a timeline delineating steps it will take to design and implement the selected intervention consistent with the final requirements; describe actions to recruit, screen and select external providers, if applicable, to ensure quality utilizing providers as recommended. These external providers will have demonstrated a history of providing successful intervention and support services. In addition, the providers will have expert knowledge in curriculums being proposed.

Applicants will describe modifications to policies and practices, if necessary, to enable the school to implement the intervention fully and effectively (i.e., hiring, retention, recruitment, performance based standards and personnel management policies). Provide a succinct narrative of the sequence of steps for each of the grant elements.

Use as many pages as required to outline the school’s Plan of Operation to implement the Selected Intervention Model for Tier I Schools and School Improvement Strategy(s) for Targeted Tier III Schools. Schools are encouraged to use their needs assessment and the indicators included on that assessment tool, as they are all aligned with indicators needed to ensure rapid turnaround of low performing schools.

Identify the annual goals and objectives that will be used by the school to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics.

Provide a summary of the school’s consultation with relevant stakeholders regarding the school’s application and implementation of the identified school intervention model. Schools shall keep documentation of meetings, communications (e.g. agendas, sign-in sheets, etc.) on file and in NATIVE Star at the school for audit purposes.

**Plan of Operation Worksheet for Title I School Improvement**

**Turnaround Model**

|  |
| --- |
| Name of School: |
| Intervention Model to be Implemented: Turnaround Model |
| Long Range Goal Statements: (1-3 Years) |
| Annual Measurable Goal for Reading/Language Arts:  Objective 1:  Objective 2:  Objective 3: |
| Annual Measurable Goal for Mathematics:  Objective 1:  Objective 2:  Objective 3: |
| **USDOE Required Action (s)**  1. Replace the Principal  2. Screen all existing staff and rehire no more than 50%  3. Select new staff  4. Implement financial incentives, increased opportunities for promotion, flexible work conditions  5. Provide ongoing, high quality, job-embedded professional development  6. Adopt new governance structure  7. Use data to identify and implement an instructional program  8. Promote the continuous use of data  9. Establish schedules and implement strategies that increase learning time  10. Provide appropriate social-emotional and community-oriented services and supports |

Plan of Operation Worksheet for Title I School Improvement

Transformation Model

|  |
| --- |
| Name of School: |
| Intervention Model to be Implemented: Transformation Model |
| Long Range Goal Statements: (1-3 Years) |
| Annual Measurable Goal for Reading/Language Arts:  Objective 1:  Objective 2:  Objective 3: |
| Annual Measurable Goal for Mathematics:  Objective 1:  Objective 2:  Objective 3: |
| **USDOE Required Action (s)**  1. Replace the Principal  2. Use rigorous, transparent evaluation systems for teachers and principals that   1. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession practice reflective of student achievement and increased high school graduation rates 2. Are designed and developed with teacher and principal involvement.   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 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.  5. 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 a transformation school.  6. Adopt new governance structure  7. 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.  8. Promote the continuous use of data  9. Establish schedules and implement strategies that increase learning time  10. Provide ongoing mechanisms for family and community engagement.  11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.  12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support. |

**Plan of Operation Worksheet**

|  |
| --- |
| Name of School: |
| School Improvement Strategy(s) to be Implemented: |
| Long Range Goal Statements: (1-3 Years) |
| Annual Measurable Goal for Reading/Language Arts:  Objective 1:  Objective 2:  Objective 3: |
| Annual Measurable Goal for Mathematics:  Objective 1:  Objective 2:  Objective 3: |
| **USDOE Required Action (s)**  **Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment.** |

**IV. BUDGET SPREADSHEET & NARRATIVE**

The school’s budget should cover a three-year period (SY 14-15, SY 15-16, and SY 16-17) as the BIE has applied for a waiver to extend the period of availability of funds and the request should demonstrate the extent to which the budget is of sufficient size and scope, is reasonable, cost-effective, and integrates and aligns other sources of funding to fully and effectively implement the identified intervention model.

The budget must be planned not to exceed 2 million dollars per year, however, grant awards for Tier I SIG schools will be in the range of $300,000 to $1,000,000 and Tier III schools likely $250,000 to $600,000. Schools should identify in a consolidated narrative fashion how other sources of funds will be used with SIG funds. The budget spreadsheet on the following pages is to be used for SIG funds only. First year budgets may be higher than in subsequent years due to one-time start-up costs. All strategies/activities described in the Plan of Operation with associated costs will appear in the itemized budget. Indirect cost is not allowable in the 1003(g) grant.

To support the budgeting process, budget spreadsheets and narrative instructions are included here:

Budget Spreadsheet: Complete the budget spreadsheet to detail how the requested funds will be used to support the selected school intervention model (Tier I) and the school improvement strategies/activities (Targeted Tier III).

A budget narrative that accompanies the budget spreadsheet will describe how other federal, state, and or local funds will be leveraged and aligned to further support school improvement plans and must describe how the school will sustain the initiative once grant funds are no longer available.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| **PERSONNEL SERVICES** | | | | | |
| Teachers – Grades K-12 |  |  |  |  |  |
| Teachers – Special Education |  |  |  |  |  |
| Instructional Assistants – K-12 |  |  |  |  |  |
| Instructional Assistants – K-12 |  |  |  |  |  |
| Substitutes |  |  |  |  |  |
| Extended Contracts |  |  |  |  |  |
| Stipends/Incentives |  |  |  |  |  |
| Other |  |  |  |  |  |
| Other |  |  |  |  |  |
|  |  |  |  |  |  |
| **EMPLOYEE BENEFITS** | | | | | |
| Health & Other Insurances |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| FICA Taxes |  |  |  |  |  |
| Retirement |  |  |  |  |  |
| TSP Match |  |  |  |  |  |
| Other Benefits |  |  |  |  |  |
| **SUPPLIES & MATERIALS** | | | | | |
| Textbooks/Curriculum Materials |  |  |  |  |  |
| Instructional Software |  |  |  |  |  |
| General Supplies & Materials |  |  |  |  |  |
| **PROFESSIONAL DEVELOPMENT / TRAVEL** | | | | | |
| Employee Travel |  |  |  |  |  |
| Employee Professional Development |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| Other P.D./Travel |  |  |  |  |  |
| **EQUIPMENT** | | | | | |
| Direct Instruction Equipment |  |  |  |  |  |
| Other Equipment |  |  |  |  |  |
| **PURCHASED SERVICES** | | | | | |
| Contracts |  |  |  |  |  |
| Other Charges |  |  |  |  |  |
| Vehicle Rents /Leases |  |  |  |  |  |
| **INSTRUCTIONAL SUPPORT** | | | | | |
| **PERSONNEL SERVICES** | | | | | |
| Principal |  |  |  |  |  |
| Instructional Supervisor |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| Subject Matter Specialist |  |  |  |  |  |
| Instructional Coach |  |  |  |  |  |
| Social Worker |  |  |  |  |  |
| Parent-Community Liaison |  |  |  |  |  |
| Counselor |  |  |  |  |  |
| Other (Identify) |  |  |  |  |  |
| Other (Identify) |  |  |  |  |  |
| **EMPLOYEE BENEFITS** | | | | | |
| Health & Other Insurances |  |  |  |  |  |
| FICA Taxes |  |  |  |  |  |
| Retirement |  |  |  |  |  |
| TSP Match |  |  |  |  |  |
| Other Benefits |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| **PURCHASED SERVICES (CONTRACTED SERVICES)** | | | | | |
| Education Management Organization |  |  |  |  |  |
| Charter Management Organization |  |  |  |  |  |
| On-Site Consultants |  |  |  |  |  |
| Other |  |  |  |  |  |
| **SUPPLIES & MATERIALS** | | | | | |
| Assessments /Evaluations |  |  |  |  |  |
| Assessment Software |  |  |  |  |  |
| General Supplies & Materials |  |  |  |  |  |
| Other |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| **PROFESSIONAL DEVELOPMENT / TRAVEL** | | | | | |
| Employee Professional Development |  |  |  |  |  |
| Employee Travel |  |  |  |  |  |
| Parent Professional Development |  |  |  |  |  |
| Parent Travel |  |  |  |  |  |
| Student Travel |  |  |  |  |  |
| Other |  |  |  |  |  |
| **EQUIPMENT** | | | | | |
| Instructional Support Equipment |  |  |  |  |  |
| Other |  |  |  |  |  |
| **OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS** | | | | | |
| Extended Learning Time |  |  |  |  |  |
| Displacement Costs |  |  |  |  |  |
| **Expenditure Classification** | **Pre-Implementation Costs** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Budget** |
| School Closure Costs |  |  |  |  |  |
| Extended Professional Development (Career Growth) |  |  |  |  |  |
| Other |  |  |  |  |  |
| Other |  |  |  |  |  |
| Other |  |  |  |  |  |
| **PROGRAM TOTALS** |  |  |  |  |  |

**V. Measuring Progress**

SIG schools will be required to submit to the BIE Albuquerque Turnaround Office an Interim Project and Final Project Progress Reports that are consistent with the goals and objectives identified in the needs assessment process and the implementation of the identified intervention model.

The final evaluation MUST consider the entire project, beginning to end. It should not be viewed as an activity done after the end of the first year of implementation, but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

In addition, schools will be required to report on the following school-level data:

|  |  |  |  |
| --- | --- | --- | --- |
| METRIC | SOURCE | Achievement Indicators | Leading Indicators |
| **School Data** | | | |
| Which intervention the school used (i.e., turnaround, restart, closure, or transformation) | NEW SIG |  |  |
| AYP Status | Defects | √ |  |
| Which AYP targets the school met and missed | ED Facts | √ |  |
| School improvement status | ED Facts | √ |  |
| Number of minutes within the school year | NEW SIG |  | √ |
| **Student Outcome/Academic Progress Data** | | | |
| 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 | ED Facts | √ |  |
| Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup | ED Facts |  | √ |
| 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 | NEW SIG | √ |  |
| Percentage of limited English proficient students who attain English language proficiency | ED Facts | √ |  |
| METRIC | SOURCE | Achievement Indicators | Leading Indicators |
| Graduation Rate | ED Facts | √ |  |
| Dropout Rate | ED Facts |  | √ |
| Student attendance rate | ED Facts |  | √ |
| Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes | **NEW SIG**  **HS only** |  | √ |
| **Student Connection and School Climate** | | | |
| Discipline incidents | ED Facts |  | √ |
| Truants | ED Facts |  | √ |
| **Talent** | | | |
| Teacher attendance rate | **NEW SIG** |  | √ |

The school must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the BIE allocates school improvement funds under section 1003(g) of the ESEA.

**VI. 2012-2013 Title I 1003(g) School Improvement Grant Assurances**

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

Use its school improvement grant to implement fully and effectively an intervention consistent with the final requirements.

Establish annual goals for student achievement on 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 the school’s progress.

Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements.

Report to the BIE the school-level data (i.e., NATIVE Star, NWEA) required under Section III of the final requirements.

**WAIVERS: The BIE has obtained waivers of requirements applicable to the school’s School Improvement Grant. The School must indicate which of those waivers it intends to implement.**

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Targeted Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Targeted Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE’s persistently lowest-achieving schools.

Extend the period of availability of school improvement funds.

“Starting over” in the school improvement timeline for Tier I school implementing a turnaround or restart model.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.

**Needs Assessment for School Improvement Grants**

**Bureau of Indian Education**

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| --- | --- |
| **Support from the Associate Deputy Director & Education Line Office** | |
|  | **YES or NO**  **(Circle)** |
| 1. ADD/ELO procedures support school-based decision making. | Y N |
| 2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence. | Y N |
| 3. The ADD/ELO has provided the school with a “letter of understanding” about the school’s intervention implementation and the ADD/ELO’s support of it. | Y N |

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| **Strand A: Establish and Orient the School (or ELO)Transformation Team** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Appoint a district transformation team. | N S Y |
| 1. Assess team and district capacity to support transformation. | N S Y |
| 1. Provide team members with information on what districts can do to promote rapid improvement. | N S Y |
| 1. Designate an internal lead partner for each transformation school. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand B: Move Toward School Autonomy (School or ELO)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation | N S Y |
| 1. Reorient district culture toward shared responsibility and accountability | N S Y |
| 1. Establish performance objectives for the school | N S Y |
| 1. Align resource allocation (money, time, human resources) with the school’s instructional priorities | N S Y |
| 1. Consider establishing a turnaround office or zone (to also include transformations and other 2. models). | N S Y |
| 1. Negotiate union waivers if needed. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand C: Select a Principal and Recruit Teachers (School or ELO)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader | N S Y |
| 1. Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. | N S Y |
| 1. Screen candidates | N S Y |
| 1. Prepare to interview candidates | N S Y |
| 1. Interview candidates | N S Y |
| 1. Select and hire principal | N S Y |
| 1. Establish a pipeline of potential turnaround leaders | N S Y |
| 1. Recruit teachers to support the transformation | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand D: Work with Stakeholders and Build Support for Transformation (ELO and School)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Assign transformation team members the task of creating a plan to work and communicate with 2. stakeholders prior to and during implementation of the transformation. | N S Y |
| 1. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change. | N S Y |
| 1. Engage parents and community. | N S Y |
| 1. Build support for transformation. | N S Y |
| 1. Establish a positive organizational culture. | N S Y |
| 1. Help stakeholders overcome resistance to change. | N S Y |
| 1. Persist and persevere, but discontinue failing strategies. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand E:** **Contract with External Providers (ELO and School)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Identify potential providers. | N S Y |
| 1. Write and issue request for proposals. | N S Y |
| 1. Develop transparent selection criteria. | N S Y |
| 1. Review proposals, conduct due diligence, and select provider(s). | N S Y |
| 1. Negotiate contract with provider, including goals, benchmarks, and plan to manage assets. | N S Y |
| 1. Initiate ongoing cycle of continuous progress monitoring and adjustment. | N S Y |
| 1. Prepare to proactively deal with problems and drop strategies that do not work. | N S Y |
| 1. Plan for evaluation and clarify who is accountable for collecting data. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand F: Establish and Orient the School Transformation Team** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Appoint a school transformation team. | N S Y |
| 1. Provide team members with information on what the school can do to promote rapid improvement. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand G: Lead Change (Especially for Principals)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Become a change leader. | N S Y |
| 1. Communicate the message of change. | N S Y |
| 1. Collect and act on data. | N S Y |
| 1. Seek quick wins. | N S Y |
| 1. Provide optimum conditions for school turnaround team. | N S Y |
| 1. Persist and persevere, but discontinue failing strategies. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand H-Part 1: Evaluate, Reward, and Remove Staff – (Evaluating Staff)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. | N S Y |
| 1. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools. | N S Y |
| 1. Include evaluation of student outcomes in teacher evaluation. | N S Y |
| 1. Make the evaluation process transparent. | N S Y |
| 1. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures. | N S Y |
| 1. Document the evaluation process. | N S Y |
| 1. Provide timely, clear, constructive feedback to teachers. | N S Y |
| 1. Link the evaluation process with the district’s collective and individualized professional development programs. | N S Y |
| 1. Assess the evaluation process periodically to gauge its quality and utility. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand H – Part 2: Evaluate, Reward, and Remove Staff – (Rewarding Staff)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Create a system for making awards that is transparent and fair |  |
| 1. Work with teachers and teachers’ union at each stage of development and implementation | N S Y |
| 1. Implement a communication plan for building stakeholder support | N S Y |
| 1. Secure sufficient funding for long-term program sustainability | N S Y |
| 1. Provide performance-based incentives using valid data on whether performance indicators 2. have been met | N S Y |
| 1. Use non-monetary incentives for performance | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand H – Part 3: Evaluate, Reward, and Remove Staff – (Removing Staff)** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). | N S Y |
| 1. Set clear goals and measures for employees’ performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. | N S Y |
| 1. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. | N S Y |
| 1. Negotiate expedited processes for performance-based dismissals in transformation schools. | N S Y |
| 1. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals. | N S Y |
| 1. Make teams available to help principals as they deal with underperforming employees to minimize principal’s time spent dismissing low performers. | N S Y |
| 1. Facilitate swift exits to minimize further damage caused by underperforming employees. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand I: Provide Rigorous Staff Development** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Provide professional development that is appropriate for individual teachers with different experience and expertise. | N S Y |
| 1. Offer an induction program to support new teachers in their first years of teaching. | N S Y |
| 1. Align professional development with identified needs based on staff evaluation and student performance. | N S Y |
| 1. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development. | N S Y |
| 1. Structure professional development to provide adequate time for collaboration and active learning. | N S Y |
| 1. Provide sustained and embedded professional development related to implementation of new programs and strategies. | N S Y |
| 1. Set goals for professional development and monitor the extent to which it has changed practice | N S Y |
| 1. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. | N S Y |
| 1. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. | N S Y |
| 1. Create a professional learning community that fosters a school culture of continuous learning. | N S Y |
| 1. Promote a school culture in which professional collaboration is valued and emphasized. | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |
| **Strand J: Increase Learning Time** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Become familiar with research and best practices associated with efforts to increase learning time. | N S Y |
| 1. Assess areas of need, select programs/strategies to be implemented and identify potential community partners. | N S Y |
| 1. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. | N S Y |
| 1. Allocate funds to support extended learning time, including innovative partnerships. | N S Y |
| 1. Assist school leaders in networking with potential partners and in developing partnerships. | N S Y |
| 1. Create and sustain partnerships to support extended learning. | N S Y |
| 1. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. | N S Y |
| 1. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |

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| **Strand K: Reform Instruction** | |
| **Indicators** | **No / Somewhat / Yes**  **(Circle)** |
| 1. Establish a team structure among teachers with specific duties and time for instructional planning | N S Y |
| 1. Focus principal’s role on building leadership capacity, achieving learning goals, and improving instruction | N S Y |
| 1. Align professional development with classroom observations and teacher evaluation criteria | N S Y |
| 1. Ensure that teachers align instruction with standards and benchmarks | N S Y |
| 1. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments | N S Y |
| 1. Differentiate and align learning activities | N S Y |
| 1. Assess student learning frequently using standards-based classroom assessments | N S Y |
| 1. Prepare standards-aligned lessons and differentiated activities | N S Y |
| 1. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework | N S Y |
| 1. Demonstrate sound homework practices and communication with parents | N S Y |
| 1. Employ effective classroom management | N S Y |
| **Describe your obstacles to full implementation of the indicators for this strand.** | |
| **Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.** | |

his table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process

| **Student Demographics** | **Possible Indicators** |
| --- | --- |
| * Enrollment | The number of students in the school; students in special programs (special education, gifted and talented), by ethnicity or other meaningful categories. |
| * Daily Attendance | Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes. |
| * Mobility/Stability | The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year. |
| * Socioeconomic Status | Percent of students receiving free and reduced lunch, parents’ education level, parents’ household income, unemployment rates in the attendance area, etc. |
| * Student Behavior | The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behaviors (disaggregated by teacher when appropriate) |
| * Limited English Proficiency | The percentage of students with limited English proficiency. The percentage of families who speak English as a second language. |
| Student Achievement | **Possible Indicators** |
| * Academic Performance | State and local tests; levels of proficiency attained; progress on desired outcomes (MAP/NWEA, etc.), results of performance assessments or student portfolios, examples of student work, classroom assessments and grades. |
| * Multi-year Trends | Academic achievement data from several years |
| * Completion Rates | Promotion/graduation rate, retention rates |
| * Comparative Data | Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.). |
| * Post Secondary | Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces. |
| Curriculum and Instruction | **Possible Indicators** |
| * Learning Expectations | Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards. |
| * Instructional Program | Instructional activities, programs or strategies used to teach the State content and achievement standards. |
| * Instructional Materials | The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards. |
| * Instructional Technology | The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities. |
| * Support Personnel | Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency. |
| High-quality Professional Staff | **Possible Indicators** |
| * Staff Preparation | Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge. |
| * Staff Specialists, and other Support Staff | Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc. |
| * Professional Development | The existence of regional and school-level professional opportunities available to teachers that are aligned to specific needs of the school and staff; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development. |
| * Staff Demographics | Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students. Staff certification, specializations, degrees should also be considered. Staff attendance rate. |
| * School Administrators | Number of administrators and roles; years of experience, specialized training and advanced degrees. |
| Family and Community Involvement | Possible Indicators |
| * Parental Involvement | Evidence of a parental involvement plan for volunteering, home learning activities, program review and development. |
| * Communication with Parents | Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages. |
| * Parent Community Roles | Amount and frequency of opportunities for involvement in decision-making. |
| * Parent Training | The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement. |
| * Support for Families | Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style. |
| * Health Services | Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners. |
| School Context and Organization | Possible Indicators |
| * School Mission/Vision | Statement of the underlying philosophy of the school. |
| * Average Class Size | Staff/child ratio, average class size, computed by grade or grade spans. |
| * School Climate | The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish. |
| * Coordination Plan | A description of the activities conducted to ensure that students’ instructional day or program is coordinated so that student learning is not fragmented. |
| * Management and Governance | The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams. |
| * Student Discipline Policy | Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities. |

Summarize the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school’s deficiencies (problem finding), the school’s improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school’s current capacity (i.e., leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model.

**The Turnaround Model – Assurances**

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two (2) years) and rehires no more than 50% of the staff; gives principal greater autonomy, and implements other prescribed and recommended strategies.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.

2. The school assures that it has identified how it plans to recruit more effective teachers for the ones that will be replaced.

3. The school assures that staff replacement determinations will be executed and has made determinations regarding which staff remain. (No more than 50% of current staff).

4. The school assures that is has the capacity to execute and effectively support a turnaround and where lack of capacity is an issue, agrees to work closely with the BIE Turnaround Office.

5. The school assures that it will utilize the expertise of the BIE vetted external providers.

6. The school assures that all necessary changes in decision-making policies and mechanisms and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) in addition to the infusion of human capital will be made in order to effectively implement the turnaround model.

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| Signatures of School Team | Signatures of School Team | Signatures of School Team |
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**The Transformation Model – Assurances**

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous self evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.

2. The school assures that it has a procedure in place to allow the principal to make strategic staff replacements.

3. The school assures that it has the capacity to support transformation, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined; the school assures that it will work closely with the BIE Turnaround Office.

4. The school assures that changes in decision making policies, mechanisms, and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) will be made in order to effectively implement the transformation model.

5. The school assures that it will utilize the expertise of the BIE vetted external providers.

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| Signatures of School Team | Signatures of School Team | Signatures of School Team |
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SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)

**Bureau of Indian Education**

**LEA Application BIE Grant Reviewer Form**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer Initials and date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All Tier I schools: **New** Applications should have submitted the following:

* The Cover Page
* The Project Abstract
* The Program Narrative to include:
  + Needs Assessment
  + Intervention Model Selection/Identification and Model Specific Assurances for Tier I
  + Project Plan of Operation including Timelines
  + Consolidated LEA Budget Narrative and Proposed Budget for SIG grant
  + Measurements of Progress
  + Signed Assurances
  + Waivers
* Optional attachments permitted:
* Documents of Support from school and tribe
* Memorandums of Agreement/Contracts for Key Partners
* Assessment of objective data regarding the need for before and after school programming, if available
* Documentation of consultation with school and tribal authorities
* School wide budget

The SIG 1003(g) Grant Application Review Guide for new Tier I applications will help you evaluate your review and placement of scores for each criterion. The following criterions are what the applications will be scored against;

|  |  |
| --- | --- |
| Criterion | Explanation |
| Capacity and Commitment | The extent to which the school’s application has articulated the commitment and capacity of all the stakeholders at the school who have taken part in the development and implementation of the school’s Operational Pan. |
| Data Analysis and Intervention | The extent to which the school’s application is based on detailed analysis of current, accurate, and precise data that includes but not limited to state assessments. The extent to which the selected intervention model chosen supports the analysis of data. |
| Project Plans and Timeline | The extent to which the school’s Plan of Operation and timelines demonstrate a strategic and well thought out process that will lead to rapid and sustainable improvement in students’ academic success. An actionable plan that prioritizes areas of improvement, strategies and actions that together improve the school’s effectiveness, and has specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks. |
| Budget | The extent to which the budget aligns with the Plan of Operation for the selected intervention model. The budget demonstrates the capacity and commitment to use the school improvement funds to support the plan. The budget includes, but not limited to: (1) commit funds to DPA to recruit, screen and select an external provider; (2) commit funds to DPA to provide technical assistance; (3) recruit, screen, and select external providers; (4) align other district resources to support the intervention model selected; (5) modify practices or polices to allow the implementation of the intervention fully and effectively, and (6) sustain the reforms after the funding period ends |
| Assurances | The extent to which the school’s Plan of Operation addresses the fifteen indicators that demonstrate commitment to school improvement strategies needed to achieve success in student achievement. |

**Rubric Levels**

Each element within each dimension described above will be rated using the following scale.

|  |  |  |
| --- | --- | --- |
| **Level** | **Explanation** | **Points** |
| Strong | The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation as appropriate) that meets the criteria listed in the rubric dimension. | 4 |
| Adequate | The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension. | 3 |
| Marginal | The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension. | 2 |
| Weak | The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension. | 1 |
| Absent | No response of evidence is provided that addresses the criteria listed in the rubric dimension. | 0 |

**A: Capacity and Commitment – 24 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strong - 4 | Adequate- 3 | Marginal - 2 | Weak - 1 | Score |
| The application provides a detailed description of how the school has convened stakeholders and how information from stakeholders is used to support the school’s operational plan | The application provides a general description of how the school has convened stakeholders and how information from stakeholders is used to support school’s operational plan | The application contains some information that the school collected information from stakeholders, but there is little evidence of how any of the information was used to support the school’s operational plan. | The application contains little evidence that stakeholders were convened or otherwise asked to provide input on the development of the school’s operational plan. |  |
| The application provides a detailed description of the school’s Leadership Team, including specific details as to why specific members were chosen or how the specific members will support the management of the school’s intervention model. | The application provides a general description of the school’s Leadership Team, including some discussion as to why specific members were chosen or how the specific members will support the management of the school’s intervention model. | The application provides a general description of the school’s Leadership Team, but does not discuss why specific members were chosen or how the specific members will support the management of the school’s intervention model. | The application only identifies members of the school’s Leadership Team. |  |
| The application clearly describes how the full faculty and staff at the school will be involved in the implementation of the changes involved in the school improvement efforts. The plan clearly articulates how the vision for school improvement will be communicated to staff, students, and stakeholders. | The application generally describes how the full faculty and staff at the school will be involved in the implementation of the changes in the school improvement efforts. The plan generally articulates how the vision for school improvement will be communicated to staff, students and stakeholders. | The application vaguely describes how the full faculty and staff at the school will be involved in the implementation of the changes in the school improvement efforts.  The plan vaguely articulates how the vision for school improvement will be communicated to staff and students. | The application provides an incomplete description on how the full faculty and staff at the school who will be involved in the implementation of the changes in the school improvement The plan provides and incomplete description of how the vision for school improvement will be communicated to staff and students. |  |
| The implementation timeline clearly specifies the steps and actions needed to be taken by the school in order to manage and support the implementation of intervention model selected. | The implementation timeline includes most, but not all of the steps needed to support the implementation of the intervention model selected. | The implementation timeline includes some, but not all of the steps needed to support the implementation of the intervention models. | The implementation timeline includes only a few, or none, of the steps and actions needed to support the implementation of the intervention models. |  |
| The application describes how the school has or will thoroughly recruit, screen, and select highly qualified (a) turnaround leaders and teachers and (b) (as appropriate) external providers. | The application describes how the school has or will thoroughly recruit, screen, and select (a) turnaround leaders and teachers and (b) (as appropriate) external providers. | The application demonstrates the school’s commitment to recruit, screen, and select turnaround leaders, teachers and (as appropriate) external providers but does not provide detail as to how leaders, teachers and providers will be recruited and selected. | The application provides little evidence that the district has a process for recruiting, screening, and selecting providers, turnaround leaders, and teachers. There is no evidence that providers or leaders have been or will be researched, screened, or held accountable. |  |
| The plan clearly articulates several annual goals for student achievement on the state assessments (common core) and NWEA in both ELA and mathematics as well as additional goals (e.g. graduation rates, student and teacher attendance) in order to monitor the school’s performance. All goals are measurable. | The plan clearly describes annual goals for student achievement on the state assessments (common core) and NWEA in both ELA and mathematics as well as additional goals (e.g. Graduation rates, student and teacher attendance) in order to monitor the school’s performance. All goals are measurable. | The plan clearly describes annual goals for student achievement on the state assessments (common core) and NWEA in both ELA and mathematics as well as additional goals (e.g. Graduation rates, student and teacher attendance) in order to monitor the school’s performance. Some goals are not measurable. | The plan describes annual goals for student achievement on the state assessments (common core) and NWEA in both ELA and mathematics as well as additional goals (e.g. Graduation rates, student and teacher attendance) in order to monitor the school’s performance. Goals are measurable. |  |

**B: Data Analysis and Intervention Section - 12 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strong - 4 | Adequate- 3 | Marginal - 2 | Weak - 1 | Score |
| The application includes the results from detailed and accurate data that incorporated multiple sources of data including demographic, achievement, attendance, and graduation rates. A needs analysis process was used to determine specific priority areas for school reform efforts and was directly linked to data or the identified needs. | The application includes the results from multiple sources of data including demographic, achievement, attendance, and graduation rates. A needs analysis was used to determine specific priority areas for school reform efforts, but may not be directly linked to data or the identified needs. | The application includes the results from only some, or a few, of potential data sources. Priority areas for improvement are identified, but not directly linked to the needs assessment process. | The application lacks evidence that the school completed a comprehensive needs assessment. |  |
| The application provides a strong and compelling rationale for the selection of the intervention model, how it is linked to the critical issues identified in the data analysis and, what the intervention model will allow the school to do that is different from previous reform efforts. | The application provides a general explanation and justification for the selection of the intervention model, and how it is linked to the critical issues identified in the data analysis, and, what the intervention model will allow the school to do that is different from previous reform efforts. | The application provides a general explanation for the selection of the intervention model, and is not clearly or only partially linked to critical issues identified in the data analysis | The application provides a little explanation for the selection of the intervention model or how it is linked to critical issues identified in the data analysis. |  |
| All strategies/actions are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data. | Most strategies/actions are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data. | Some strategies/actions are ambitious-yet-attainable; the connection to the school’s current baseline data is unclear. | Many of the strategies/actions are not ambitious and/or not attainable; the connection to the school’s current baseline data is unclear. |  |

**C: Operational Plans and Timeline - 12 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strong - 4 | Adequate- 3 | Marginal - 2 | Weak - 1 | Score |
| The plan provides clear strategies/actions for all of the required actions specific to the intervention model selected. Benchmarks are clearly aligned with the key strategies described in the plan to the extent that there is a clear connection between implementing a strategy and meeting the described benchmark. | The plan provides strategies/actions for most of the required actions specific to the intervention model selected. Benchmarks are aligned with the key strategies described in the plan to the extent that there is a connection between implementing a strategy and meeting the described benchmark. | The plan provides strategies/actions for some of the required actions specific to the intervention model selected. Benchmarks are somewhat aligned with the key strategies described in the plan to the extent that there is somewhat of a connection between implementing a strategy and meeting the described benchmark. | The plan lacks strategies/actions for the required actions specific to the intervention model selected. Benchmarks are not aligned with the key strategies described in the plan to the extent that there is not a connection between implementing a strategy and meeting the described benchmark. |  |
| The plan contains a well thought out and strategic timeline for all of the strategies/actions for an effective implementation of the school’s Plan of Operation. | The plan contains a well thought out timeline for all of the strategies/actions for an effective implementation of the school’s Plan of Operation. | The plan contains a timeline for most of the strategies/actions for an effective implementation of the school’s Plan of Operation. | The plan does not contain a complete timeline for an effective implementation of the school’s Plan of Operation. |  |
| The plan provides a detailed description of how the school will collect data and monitor progress towards student achievement and benchmarks and how information and data will be used to modify strategies and approaches, as needed. | The plan generally describes how each school will collect data and monitor progress towards student achievement and benchmarks and how the information will be used. | The plan states that schools will monitor progress towards meeting student achievement and benchmarks, but there is little to no information about how monitoring will occur. | The plan does not contain a monitoring plan or a description of how the school will monitor its progress. |  |

**D: Budget – 20 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strong - 4 | Adequate- 3 | Marginal - 2 | Weak - 1 | Score |
| The budget for the required actions is of sufficient size and scope to support full and effective implementation of the selected strategies/actions over a period of three years | The budget for the required actions is of sufficient size and scope to support the full implementation of key strategies/actions over a period of three years. | The budget for the required actions is of sufficient size and scope to support the full implementation of most of the strategies/actions over a period of three years | The budget for the required actions is not sufficient and will not support the full implementation of selected strategies/actions over a period of three years. |  |
| Budget includes appropriate personnel and activities to support the turnaround efforts.  Job position and listing of activities were included | Budget includes appropriate personnel and activities to support the turnaround efforts. | Budget includes personnel, but were not specific to the turnaround efforts | No personnel and/or turnaround activities were included |  |
| All items contained in the budget are reasonable, allowable and necessary to support turnaround efforts. | Most of the budget items are reasonable, allowable, and necessary to support turnaround efforts. | Some of the budget items are reasonable, allowable, and necessary to support turnaround efforts. | Budget included non-allowable activities. |  |
| Budget provided includes all required actions of the SIG intervention model selected. | Budget provided includes at least 75% of the required actions of the SIG Intervention Model selected. | Budget provided includes at least 50% of the required actions of the SIG Intervention Model selected. | Budget provided includes 25% or less of the required actions of the SIG Intervention Model selected. |  |
| The budget narrative clearly justifies how all proposed expenditures are reasonable, necessary, and allowable to support the implementation of the intervention model (e.g., principal and teacher incentives, extended learning and/or collaboration time, use of external partners). | The budget narrative clearly justifies how proposed expenditures are reasonable, necessary, and allowable to support the implementation of the intervention model, though a few may require clarification | The budget narrative provides an overall justification for the proposed expenditures.  A few aspects of the proposed budget may not be reasonable, necessary, or allowable and they require clarification | The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable. |  |

E. **Assurances – (2 points each Indicator) - 30 Points**

|  |  |  |
| --- | --- | --- |
| Shows evidence of | Page Number | Points |
| The school has chosen to implement one of four different models (Closure, Restart, Turnaround, or Transformation) for school improvement.  There is a process described to analyze the data from the state assessment, NWEA, DIBELS, AIMS Web, or specifically selected short cycle assessments to monitor student progress and teacher effectiveness.  There is a process to use NWEA Fall assessment data to establish challenging annual goals for student achievement that will strive for a 30% - 40% growth in overall proficient and advanced students in both reading/language arts and mathematics and measure progress to these goals winter and spring.  Assure the school has an aligned and rigorous curriculum and that staff has adequate instructional resources to implement prescribed instructional strategies.  A comprehensive school level data management system is in place and the school reports their progress as measured by the state assessment, NWEA, DIBELS, AIMS Web, or specifically selected short cycle assessments.  The school has described how they will monitor instruction and conduct classroom walkthroughs and feedback to teachers on a daily basis, and be able to recruit and develop the human capital necessary to create a quality school.  There is evidence the school will use a multiple -tier system of instruction (RTI) which includes one-on-one and small group interventions for struggling students.  There is ample description on how the school will implement an extended school day and/or extended school year concentrating on rigorous instruction in math, reading, and language arts.  There is a process described for how the school will add additional time students identified as tier II and tiers III.  To accommodate quality instruction, core math time should be scheduled for 60 minutes a day with additional time added for tiers II and III.  Professional development is described concentrating on teacher effectiveness.  There is a description for use of Native Star.  There is a summer staff development initiative for teachers, instructional support staff, and principals that will allow staff to gain new knowledge.  There is discussion of developing a “locally adopted evaluation process” that holds staff accountable to meet the needs of students.  Teachers and other staff will be rewarded or compensated with incentives if they have met their annual academic goals. |  |  |

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| --- | --- |
| **SECTIONS** | **SCORE** |
| **A: Capacity and Commitment (24 points)** |  |
| **B: Data Analysis and Intervention (12 points)** |  |
| **C: Operational Plans and Timeline (12 points)** |  |
| **D: Budget (20 points)** |  |
| **E: Assurances (30pts)** |  |

Overall strengths of the application:

Overall weaknesses of the application:

**Applications must receive a total combined score of at least 73 (out of 98) to be considered for funding.**

|  |
| --- |
| **A: Capacity and Commitment – 24 Points \_\_\_\_\_\_\_\_\_\_**  **B: Data Analysis and Intervention Section - 12 points \_\_\_\_\_\_\_\_\_\_**  **C: Operation Plans and Timeline - 12 points \_\_\_\_\_\_\_\_\_\_**  **D: Budget - 20 points \_\_\_\_\_\_\_\_\_\_**  **E: Assurances – 30 points \_\_\_\_\_\_\_\_\_\_**  **Possible points - 98**  **Total:** \_\_\_\_\_\_\_\_\_\_\_ |

Total points possible = 98 points

**TOTAL SCORE = \_\_\_\_\_\_**

**Additional Reviewer’s Comments:**

**Choosing an Education Management Organization/Contractor: A Guide to Assessing Financial and Organizational Capacity**

Documentation Checklist: Below are 13 data sources we recommend collecting, starting with those that are publicly available.

|  |  |  |  |
| --- | --- | --- | --- |
| **Documentation** | **Source** | **Received** | **Notes** |
| Electronic Data Gathering, Analysis, and Retrieval (EDGAR) data | Publicly available from <http://www.sec.gov/edgar.shtml> |  |  |
| Dunn & Bradstreet Credit Evaluation Report | Publicly available from  <http://www.dnb.com/us/> |  |  |
| Biographies/resumes of management/leadership | Publicly available (may be available from contractor’s web site) or Contractor |  |  |
| Biographies/resumes of board members | Publicly available (may be available from contractor’s web site) or Contractor |  |  |
| Organizational Chart | Publicly available (may be available from contractor’s web site) or Contractor |  |  |
| Most recent audit (including independent auditor’s report) | Contractor |  |  |
| Audit from the year prior (including independent auditor’s report | Contractor |  |  |
| Audit from 2 years prior (including independent auditor’s report | Contractor |  |  |
| Management letter from any of the past 3 years, if issued | Contractor |  |  |
| Current organizational budget | Contractor |  |  |
| List of recent clients | Contractor |  |  |
| Sample contract or work plan | Contractor |  |  |
| Other contractual materials or correspondence on customer service resources | Contractor |  |  |