SIG Cohort 4

Year 2 Application 2017-18

Arizona Department of Education

Support and Innovation

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***SIG 2016-2017 SY Application***

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| LEA/Charter Name | NCES ID# | CTDS# | Entity ID# |
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| Board President | Email |
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| Superintendent/ Charter Holder | **Email** | Phone # |
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| Fiscal Manager | **Email** | Phone # |
|  |  |  |
| Federal Programs Director | Email | Phone # |

**School Board President Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Charter Holder Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fiscal Manager Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Federal Programs Director Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**

The purpose of the 1003(g) School Improvement Grant (SIG) is to provide local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools and with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.

**Eligible Applicants**

***SIG Cohort 4 schools, only.***

***In the grant application for year 1, it stated, “In the spring of 2017, the LEA and school will be required to report the results of the planning year as part of ADE’s*** *SIG renewal application process. The review of the SIG renewal application will compare the actual planning and pre-implementa­tion activities against the LEA’s approved application and determine if the LEA has the capacity to fully implement its chosen intervention for the school on the first day of the following school year. The selected model action plan will be completed as part of the year 2 renewal application.”*

*Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements, fiscal or programmatic.*

 **Process**

This is a rigorous grant process. Schools are required to articulate planning year activities and results in detail, as well as the plan to implement model fully beginning da 1 of the 2017-18 school year.

***Application is due June 1, 2017***

Email a signed PDF copy, with all required documents to ADE.

Devon.isherwood@azed.gov

Note: Sometimes your system does not allow large files to be sent. To avoid sending multiple emails, you can use Dropbox and invite Devon Isherwood to view it. <https://www.dropbox.com/?landing=cntl>

Applications will be scored the week of **June 6, 2017**

Submission of completed application with all required documents and evidence is required by due date. Additional inquiries from ADE will not be made before or after scoring of submitted application.

**I. DIRECTIONS**

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents, provide evidence of compliance and check and sign assurances.
	1. LEA’s assigned specialist is available for assistance.
	2. Webinar will be held **March 16, 2017**.
2. Email *signed* PDF application with *signed* assurances and all required documents and evidence to ADE no later than **June 1, 2017**

**Devon Isherwood, Deputy Associate Superintendent, Support and Innovation**

**Arizona Department of Education**

**devon.isherwood@azed.gov**

Note: Sometimes your system does not allow large files to be sent. To avoid sending multiple emails, you can use Dropbox and invite Devon Isherwood to view it. <https://www.dropbox.com/?landing=cntl>

1. Submission of completed application with all required documents and evidence is required. Additional inquiries from ADE will not be made.
2. The application will be scored using the scoring rubric provided the week of **June 6, 2017.**
3. Awards will be made based on the scored application and the demonstrated completion of planning activities and commitment demonstrated during year one of the grant.
4. LEAs will be notified by **June 12, 2017.**

***II. LEA Level Team Participants***

*Identify the LEA level team members who will have the primary responsibility for ensuring implementation and sustainability of the selected Intervention Model(s) for the schools to be served.*

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| School Names | NCES# | Label  | Transformation | Turnaround | Early Learning | Evidence-based Whole School Reform Model | Note is a change has been made from original application |
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1. ***School Level Team Participants***

*Identify the school level team members who have the primary responsibility for ensuring implementation with fidelity*

*Identify the school level team members who will have the primary responsibility for ensuring implementation of the selected*

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| School Name #1 | NCES ID# | CTDS# | Entity ID# |
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| Name | **Role** | **Email** | Phone # |
|  | **Principal** |  |  |
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**Principal Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| School Name #2 | NCES ID# | CTDS# | Entity ID# |
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| Name | **Role** | **Email** | Phone # |
|  | **Principal** |  |  |
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**Principal Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| School Name #3 | NCES ID# | CTDS# | Entity ID# |
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| Name | **Role** | **Email** | Phone # |
|  | **Principal** |  |  |
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**Principal Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IV. Assurances**

***The School Board President and Superintendent must sign below to indicate their approval of the contents of the application and agreement to the following LEA assurances.***

This agreement made the day of , 2016*,* by and between , hereafter called the LEA and Arizona Department of Education (ADE), hereafter called the SEA. By indicating with an X on the below items, the LEA or Charter Holder fully and completely assures that it will:

**Federal Assurances:**

* Use its School Improvement Grant 1003(g) funds to fully and effectively implement the selected intervention model in each school that the LEA commits to serve consistent with final requirements.
* Establish annual performance targets for student achievement on the state's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section Ill of the final requirements.
* Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
* Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
* If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
* Report to the ADE the school-level data required under section Ill of the final requirements.

**State Assurances:**

* Select a school leader using locally adopted competencies necessary to turnaround a SIG school (reference Public Impact Report <http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/>).
* Complete and submit a comprehensive needs assessment.
* Complete and submit an LEA and School Continuous Improvement Plan annually.
* Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing all students, and the bottom 25%, based on the State's assessments in both ELA/reading and mathematics and high school graduation rates (if applicable) .
* Provide an LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.
* Align current and future funding sources in support of improvement efforts (i.e. Title I) including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
* Provide data on attainment of performance targets to ADE to inform decisions to continue funding.
* Complete and submit the Data Summary three times a year.
* Complete and submit ED Facts data when requested by ADE.
* Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans and action plans to reflect necessary adjustments.
* Review SCIP, including action plan, quarterly, adding and retiring strategies and action steps as needed.
* Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
* Identify an LEA contact person who will be oversee implementation activities, maintain contact with the SI staff and accompany SI staff upon request at school site visits.
* Ensure appropriate fiscal oversight over the use of grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
* Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.
* Submit quarterly detailed expense reports to SI Specialist.

***Signatures below indicate knowledge and approval of the contents of the application.***

***Signatures below indicate knowledge and commitment to fulfilling all assurances checked in this document.***

Board PresidentSignature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**As a partner with the LEA in the School Improvement Grant, the SEA (ADE) assures that it will:**

* Assign an ADE program staff as appropriate to the LEA.
* Provide differentiated technical assistance, professional development, progress monitoring and compliance monitoring for the LEA on development and implementation of LEA and School Continuous Improvement Plans. Provide feedback on attainment of performance targets and LEA and School Continuous Improvement Plans
* Provide the LEA with guidance on any changes and interventions each of the models require.
* Meet regularly with LEA and school(s) to review performance data and implementation of selected intervention model.
* Provide technical assistance in the development of the School Improvement Grant and the renewal

Funding is dependent on the receipt of Federal Funds.

Funding requires completion of the full Comprehensive

Needs Assessments (CNA) and approval of the Integrated

Action Plan by the established deadline (TBD).

LEAs receiving funds must be in fiscal and programmatic compliance.

**V. Required Documents (attach to emailed application)**

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| Completed Application |
| Comprehensive Needs assessment (school Level) - Since you have been in a planning year, you should have been gathering data to determine planning actions/activities’ success and rethinking those that were unsuccessful; adding action steps and deleting them as you went through the year. The comprehensive needs assessment must be completed by all Title l schools. However, your planning year data should inform the process, thus shortening the time it will take. |
| Detailed Year 2 Budget |
| Integrated Action Plan will be required by date TBD |

**VI. Required Compliance Evidence (attach to emailed application)**

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| Evidence |
| * *LEA’s written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.*
 |
| * Evidence of required Fiscal Compliance during 15-16 and 16-17 to date (dates of budget approval,

Reimbursement requests and Completion Report submission).  |
| * Evidence of accurate and timely submission of all required programmatic reports to program areas in ADE during 15-16 and 16-17 to date (dates of data submissions, quarterly expense reports and SCIP completion).
 |

***VII. Complete Sections A through H for each school***

1. **Comprehensive Needs Assessment**
2. Describe the process used to complete the Comprehensive Needs Assessment.
3. Describe student achievement in ELA/ reading and math, using AzMERIT and other assessment data (benchmark, interim, formative, summative, others). Include all grade levels served, all students, applicable subgroups (i.e. ELL, ESS), as well as whole school data.
4. What were your top three to five primary concerns impacting student achievement identified last year?
5. Based on the needs assessment process, did any new primary concerns surface? If yes what were they?
6. After a careful root cause analysis of new primary concern/s, list the root causes for each concern.
7. Did planning year actions resolve any of your primary concerns from last year? If yes, what were they? How did you measure their success?

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| --- | --- |
| Concern | Root cause/s |
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NA No new primary concerns were identified.

**B. Planning**

**If LEA chose to use year 1 as a *planning year,* copy first 3 columns of your plan from the year 1 application.**

**Fill in new columns**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ****Required Model Elements**** | ****7. Planning Strategy**** | 8. Specific action steps/activities | 9. Action step completed yes or no | 10. Objective met yes or no | 11. If no why? Did you do something else instead?  12. Add replacement step/s and objective in new line |  |
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 **If the LEA chose to implement in year 1, complete the following chart:**

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| ****Required Model Elements**** | ****7. NA**** | 8. Specific action steps/activities | 9. Action step completed yes or no | 10. Objective met yes or no | 11. If no why? Did you do something else instead?  12. Add replacement step/s and objective in new line |  |
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Action Plan for 2017-18 Full Implementation of selected model or year 2 of implementation

Transformation Turnaround Early Learning Whole school Model

List elements/strategies for your selected model and fill in the rest of the chart with plans for implementation school year 2017-18.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Model Elements/Strategies | 13. Specific action steps | 14. Tentative timeline | 15. Person/s Responsible | 16. SIG funding | 17. Other funding | 18. Resources | 19. Plan for progress monitoring |
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**C. LEA Support**

1. How will the LEA use the School Improvement Grants funds to provide adequate resources and related support to each school to implement fully and effectively implement the selected intervention on the first day of the first school year of full implementation?
2. Describe the process the LEA uses or will use to modify practices and/or policies, as needed, to ensure for full and effective implementation of chosen intervention model.
3. Describe the LEA’s plans to monitor school/s receiving SIG funds, both programmatically (full implementation of the IAP) and fiscally, including progress monitoring and mid-course adjustments.
4. How will the LEA align other resources with the selected intervention model?
5. Describe the LEA’s procedure that will allow the school principal the necessary operational flexibility to ensure successful school improvement efforts.
6. Describe the LEA plan to ensure meaningful ongoing family and community involvement in improvement efforts
7. Describe what actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts.
8. Describe the LEA’s process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools.
9. Describe the LEA and school Balanced Assessment System

**D. EXTERNAL PROVIDERS**

1. Provide a list the proposed/planned external providers or types of providers; model strategy the provider will address and the expected outcomes/deliverables.
2. Describe the rigorous review process the LEA will use to recruit, screen and select external partners.
3. How will you evaluate the efficacy of the external provider?
4. How will you know the service is changing practice in the school and/or classroom and is increasing student achievement?

**E. Culture, Capacity and Commitment**

1. Describe the school’s current culture, as it pertains to a culture of learning and/or a culture of achievement. (Principle 5)
2. Describe the intentional plan to improve or maintain a school culture that supports learning for all students.

**F. Professional Learning**

1. List the proposed/ planned professional learning activities. Which primary strategy will each activity address?
2. Describe professional learning outcome/s for each.
3. How will you evaluate the efficacy of the professional learning activities?

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| --- | --- | --- |
| Professional Learning | Outcome | Evaluation |
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1. Accountability…How will you know this professional learning is changing practice in the classroom and is increasing student achievement?

**G. Sustainability**

1. Describe the LEA’s plan to intentionally build capacity for sustainability.
2. Identify what specific strategies will be used to effectively sustain successful processes/systems/programs.

**H. Performance Goals**

1. What were your five year performance goals for Reading/ELA and Mathematics achievement on AzMERIT as written in original application? (SMART goals for each school). Given your benchmark assessment scores, is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make, include rationale
2. What were your yearly interim goals for Reading/ELA and Mathematics achievement on AzMERIT for Years 1 through 4 as written in original application? (SMART goals for each school). Given your benchmark assessment scores, is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make, include rationale
3. High Schools: What was your five year graduation rate goal and yearly interim goals for Years 1\* through 4 as written in original application? (SMART goals for each school). Given your benchmark assessment scores, is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make, include rationale

 **Proposed Budget FY 17**

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| 6100 Salaries | line item total |   |   |   |   |   |   |   |   |   |
| 1000 instruction |   | Narrative |
|   |   |
| 2100…Support services |   | Narrative |
|   |   |
| 2300…Support Services |   | Narrative |
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| 6200 Benefits | line item total |   |   |   |   |   |   |   |   |   |
| 1000 Instruction |   | Narrative |
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| 2100… |   | Narrative |
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| 2300… |   | Narrative |
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| 6300 Purchased Professional Services | line item total |   |   |   |   |   |   |   |   |   |
| 2100… |   | Narrative |
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| 2300… |   | Narrative |
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| 6500 Other Purchased Services | line item total |   |   |   |   |   |   |   |   |   |
| 2100… |   | Narrative |
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| 2300… |   | Narrative |
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| 6600 Supplies | line item total |   |   |   |   |   |   |   |   |   |
| 1000 Instruction |   | Narrative |
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| 2100… Support Services |   | Narrative |
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| 2300…Support Services |   | Narrative |
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| 6700 Capital  | line item total |   |   |   |   |   |   |   |   |   |
| 1000 Instruction |   | Narrative |
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| 2100 Support Services |   | Narrative |
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**Intervention Models**

1. **Turnaround:**
* *replace the principal*
* *rehire no more than 50 percent of the school’s staff*
* *adopt a new governance structure*
* *provide job-embedded professional development*
* *offer staff financial and career-advancement incentives*
* *implement a research-based, aligned instructional program*
* *extend learning and teacher planning time*
* *create a community-orientation*
* *provide operating flexibility*
1. **Transformation:**
* ***replace the principal (no requirement for staff replacement)***
* ***provide job-embedded professional development***
* ***implement a rigorous teacher-evaluation and reward system***
* ***offer financial and career advancement incentives***
* ***implement comprehensive instructional reform***
* ***extend learning and teacher-planning time***
* ***create a community-orientation***
* ***provide operating flexibility and provide sustained support***
1. **Early Learning Model:**
* Implementing each of the following early learning strategies:
	+ Offer ***full-day kindergarten***;
	+ ***Establish or expand a high-quality preschool program***;
	+ Provide educators, including preschool teachers, with ***time for joint planning*** across grades to facilitate effective teaching and learning and positive teacher–stu­dent interactions
* ***Replacing the principal*** who led the school prior to commencement of the early learning model. Implementing the same r***igorous, transparent, and equitable evaluation and support systems*** for teachers and principals, designed and developed with teacher and principal involve­ment, that is required under the trans­formation model
* Using the teacher and principal eval­uation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement ***(incentives)*** and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so ***(consequences)***
* Implementing such strategies as financial ***incentives, increased oppor­tunities*** for promotion and career growth, and more flexible work con­ditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of stu­dents in the school, taking into con­sideration the results from the teacher and principal evaluation and support system, if applicable
* ***Using data to identify and implement an instructional program*** that (a) is research-based, development appropriate, and vertically aligned from one grade to the next, as well as aligned with state early learning and development standards and state academic standards and (b) in the early grades, promotes the ***full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions***
* Promoting the ***continuous use of student data*** (such as from forma­tive, interim, and summative assess­ments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students
* Providing staff ***ongoing, high-quality, job-embedded professional develop­ment*** such as coaching and mentor­ing (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the commu­nity served by the school, or differ­entiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teach­ing and learning and have the capac­ity to successfully implement school reform strategies
1. **Evidenced-based Whole-School Reform Model**:

**Must:**

* Implement a model that includes a sample population or setting similar to the population or setting of the school to be served
* Include how the LEA will partner with the developer to implement the model
* ***Improve student academic achievement or attainment***
* ***Be implemented for all students in a school***

**Address, at a minimum, each of the following:**

* ***School leadership***
* ***Teaching and learning in at least one full academic content area***
* ***Student non-academic support***
* ***Family and community engagement***

**Intervention Model Action Plans Templates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ****Transformation Model********Strategy Requirements**** | Specific Action steps | Tentative Timeline | Person/s Responsible | SIG Funding | Other Funding | Resources | Plan for Progress Monitoring |
| ****Replace the principal****  |  |  |  |  |  |  |  |
| Provide operating flexibility for principal |  |  |  |  |  |  |  |
| ****Provide job-embedded professional**** ****development****  |  |  |  |  |  |  |  |
| ****Implement a rigorous teacher-evaluation and reward system**** |  |  |  |  |  |  |  |
| ****Implement comprehensive instructional reform**** |  |  |  |  |  |  |  |
| ****Extend learning and teacher-planning time**** |  |  |  |  |  |  |  |
| ****Create a community-orientation**** |  |  |  |  |  |  |  |
| ****Offer financial and career advancement incentives**** |  |  |  |  |  |  |  |

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| ****Turnaround Model********Strategy Requirements**** | Specific Action Steps | Tentative Timeline | Person/s Responsible | SIG Funding | Other Funding | Resources | Plan for Progress Monitoring |
| ****Replace the principal****  |  |  |  |  |  |  |  |
| ****Rehire no more than 50% of staff**** |  |  |  |  |  |  |  |
| Provide operating flexibility for principal |  |  |  |  |  |  |  |
| ****Provide job-embedded professional development****  |  |  |  |  |  |  |  |
| Implement a research-based, aligned instructional program |  |  |  |  |  |  |  |
| ****Extend learning and teacher-planning time**** |  |  |  |  |  |  |  |
| ****Create a community-orientation**** |  |  |  |  |  |  |  |
| ****Offer financial and career advancement incentives**** |  |  |  |  |  |  |  |

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| ****Early Learning Model********Strategy Requirement**** | Specific Action Steps | Tentative Timeline | Person/s Responsible | SIG funding | Other funding | Resources | Plan for Progress Monitoring |
| Implement each of the following early learning strategies:  |
| Offer full-day kindergarten  |  |  |  |  |  |  |  |
| Establish or expand a high-quality preschool program  |  |  |  |  |  |  |  |
| Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher–stu­dent interactions |  |  |  |  |  |  |  |
| Replace the principal who led the school prior to commencement of the early learning model.  |  |  |  |  |  |  |  |
| ****Implement a rigorous teacher-evaluation and reward system**** | Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identifying Remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.  |  |  |  |  |  |  |
| ****Offer financial and career advancement incentives**** | Financial incentives, increased oppor­tunities for Promotion and career growth, more flexible work con­ditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of stu­dents in the school |  |  |  |  |  |  |
| Using data to identify and implement an instructional program that  |
| -is research-based, development appropriate, and vertically aligned from one grade to the next, as well as aligned with state early learning and development standards and state academic standards  |  |  |  |  |  |  |  |
| -in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions.  |  |  |  |  |  |  |  |
| Continuous use of student data (such as from forma­tive, interim, and summative assess­ments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students.  |  |  |  |  |  |  |  |
| Providing staff ongoing, high-quality, job-embedded professional develop­ment  |  |  |  |  |  |  |  |
| *Comprehensive instructional program designed with school staff*  |  |  |  |  |  |  |  |

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| Evidenced-Based Whole-School Reform Model:  | Specific Action Steps | Tentative Timeline | Person/s Responsible | SIG Funding | Other Funding | Resources | Plan for Progress Monitoring |
| Improve student academic achievement or attainment \* Be implemented for all students in a school \* model includes a sample population or setting similar to the population or setting of the school to be served |
| Address, at a minimum, each of the following: |
| Improve student academic achievement or attainment  |  |  |  |  |  |  |  |
| LEA will partner with the developer to implement the model |  |  |  |  |  |  |  |
| School leadership  |  |  |  |  |  |  |  |
| Teaching and learning in at least one full academic content area  |  |  |  |  |  |  |  |
| Student non-academic support  |  |  |  |  |  |  |  |
| Family and community engagement  |  |  |  |  |  |  |  |