**Arizona Department of Education**

**SIG COHORT 4 YEAR 2 IMPLEMENTATION APPLICATION**

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| LEA/Charter Holder Name |  | |  | |
|  |  | | CTDS# | |
| School/s: | **Reason for Identification:** | | Education Program Specialist: | |
|  |  | | Reviewer and Date: | |
|  |  | | #1 | |
|  |  | | #2 | |
| Required Information | |  | |  |
|  | | **YES** | | NO |
| * Signatures | |  | |  |
| * LEA Team | |  | |  |
| * School Team/s | |  | |  |
| * Detailed Year 2 Budget | |  | |  |
| * Assurances | |  | |  |
| * CNA | |  | |  |

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| Required Compliance Evidence | YES | NO |
| * *Written procedures to implement the requirements of minimizing 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). |  |  |

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| Criteria | Points Received | Total Possible points |
| 1. Comprehensive Needs Assessment |  |  |
| 1. Planning |  |  |
| 1. LEA Support |  |  |
| 1. External Providers |  |  |
| 1. Culture, Capacity and Commitment |  |  |
| 1. Professional Learning |  |  |
| 1. Sustainability |  |  |
| 1. Performance Goals |  |  |
| Budget |  |  |
| *Total Points* | */* | *%* |
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| Comprehensive Needs Assessment | | | |
|  | 0-1 | 2-3 | 4-5 |
| 1. CNA Process | * Process is not described or doesn’t include methodology to gather data * Stakeholders involved in the process are not listed | * Process is briefly described including methodology to gather data * Stakeholders involved in the process are listed | * Process is described fully, including methodology to gather data * All stakeholders, including families and community members, integrally involved in the process are described |
| 1. Student achievement in ELA/ reading and Math | * Student achievement in ELA/reading and Math is described briefly * School level data for all students are included | * Student achievement in ELA/reading and Math is described * Data from multiple measures are included * School level data for all students are included | * Student achievement in ELA/reading and Math is described in detail * Detailed data from multiple measures are included * School level data for all students are included * Grade level data for all students are included * Data for separate subgroups are included |
| 1. Original 3-5 primary concerns | Original primary concerns not listed |  | Original primary concerns listed |
| 1. New primary concerns | NA | New primary concern/s listed | New primary concern/s listed with details |
| 1. Root causes for new concerns | NA | Root causes for new primary concern/s are listed | Root causes for new primary concern/s are listed with details |
| 1. Resolved original primary concerns | NA | Resolved primary concerns are listed in detail | Resolved primary concerns are listed in detail including measure of success |

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| B. Planning | | | |
|  | 0-1 | 2-3 | 4-5 |
| 1. Planning Strategy | * Planning strategies not listed |  | * Planning strategies listed |
| 1. Specific Action Steps/activities | * Specific Action Steps/activities not listed |  | * Specific Action Steps/activities listed |
| 1. *Action Step Completed* | * All action steps are not indicated Yes or No |  | * All action steps indicated Yes or No |
| 1. Objective met | * All objectives are not indicated met-Yes or No |  | All objectives indicated met-Yes or No |
| 1. Did you substitute or add additional action steps? | NA  NA |  | * Yes or No |
| 1. Replacement or new action steps and objectives | NA |  | * Replacement or new action steps and objectives are listed |
| 1. Specific Action Steps | * Action steps for a few model strategies/elements are written in detail | * Action steps for most model strategies/elements are written in detail | * Action steps for every model strategy/element are written in detail |
| 1. Timeline | * No time line is included | * Timeline for some action steps | * Detailed timeline for all action steps |
| 1. People responsible | * People responsible are not included in action plan | * People responsible included in action plan for some action steps | * People responsible included in action plan for every action step |
| 1. SIG Funding | * Amount of SIG funding required for each action step is not given   NA | * Amount of SIG funding required for some action steps is given | * Amount of SIG funding required for each action step is given |
| 1. Other Funding |  |  | * Other funding includes amounts and funding sources |
| 1. Resources | * Add detailed | * Additional resources needed are detailed for some action steps | * Additional resources needed are detailed for each action step |
| 1. Progress Monitoring | * Specific measurement is not listed for each action step | * Specific measurement is listed for some action steps | * Specific measurement is listed for each action step |

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| 1. C. LEA Support | | | |
|  | 0-1 | 2-3 | 4-5 |
| 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? | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of school is described very briefly or not at all | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of the school is described in general | * Planned use of funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention on the first day of school is described in detail |
| 1. 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 | * The LEA’s plan to monitor school/s programmatically and fiscally, includes a very brief description and/or does not include progress monitoring and mid-course adjustments | * The LEA’s plan to monitor school/s programmatically and fiscally, includes description including progress monitoring and mid-course adjustments | * The LEA’s plan to monitor school/s programmatically and fiscally, includes detailed description including progress monitoring and mid-course adjustments * Plan includes what, how, who and when |
| 1. 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. | * The LEA’s plan to monitor school/s programmatically and fiscally, includes a very brief description and/or does not include progress monitoring and mid-course adjustments | * The LEA’s plan to monitor school/s programmatically and fiscally, includes description including progress monitoring and mid-course adjustments | * The LEA’s plan to monitor school/s programmatically and fiscally, includes detailed description including progress monitoring and mid-course adjustments * Plan includes what, how, who and when |
| 1. How will the LEA align other resources with the selected intervention model? | * The LEA’s alignment of other resources with the selected intervention model is not described | * The LEA’s alignment of other resources with the selected intervention model is briefly described | * The LEA’s alignment of other resources with the selected intervention model is described in detail |
| 1. Describe the LEA’s procedure that will allow the school principal the necessary operational flexibility to ensure successful school improvement efforts | * LEA procedures for Principal operational flexibility are not clear and not easy to follow | * LEA procedures for Principal operational flexibility are clear but not easy to follow | * LEA procedures for Principal operational flexibility are clear and easy to follow |
| 1. Describe the LEA plan to ensure meaningful ongoing family and community involvement in improvement efforts | * Plan is minimal | * Plan adequate, few details | * Plan is robust and detailed |
| 1. Describe what actions the School Board and LEA will take to ensure the effectiveness of the school site principal in overseeing the improvement efforts | * The plan for the School Board and LEA to ensure the effectiveness of the principal overseeing the improvement efforts is extremely minimal | * The plan for the School Board and LEA to ensure the effectiveness of the principal overseeing the improvement efforts is brief | * The plan for the School Board and LEA to ensure the effectiveness of the principal overseeing the improvement efforts is thorough |
| 1. Describe the LEA’s process for Principal and teacher selection, evaluation and retention or transfer in underperforming schools. | * LEA’s process to select, evaluate, retain and transfer staff is vague or doesn’t exist | * LEA’s process to select, evaluate, retain and transfer staff is specific but not robust | * LEA’s process to select, evaluate, retain and transfer staff is robust and specific |
| 1. LEA and school balanced assessment system | * LEA/School does not have interim/benchmark assessments   Or   * LEA/school uses classroom summatives only   Or   * Everyone does “their own assessment”   Or   * End of year summatives only | * LEA/school has planned interim /benchmark assessments and summative assessments * Formatives assessments are not expected or are not used systematically | * LEA/School has a well-defined balanced assessment system that includes Diagnostic/screeners, formative, classroom summatives, interim/benchmark and end of course/end of year summative assessments. |

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| 1. External Providers | | | |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. List the proposed/planned external providers or types of providers; model strategy the provider will address and the expected outcomes/deliverables. | * List of providers, but strategy and/or expected outcomes and/or deliverables are not described | * List of providers, strategy to be addressed and expected outcomes and/or deliverables are described briefly | * List of providers, strategy to be addressed and expected outcomes and/or deliverables are described in detail |
| 1. Describe the rigorous review process the LEA will use to recruit, screen and select external partners. | * LEAs does not have a review process to recruit, screen and external providers | * LEA has a review process to recruit, screen and external providers * Process includes a review of the operator’s impact on student achievement in schools where it is already operating | * LEA has a rigorous process to recruit, screen, select and evaluate external and internal providers * Process includes a thorough review of the operator’s impact on student achievement in schools where it is already operating |
| 1. LEA’s plan to evaluate external provider effectiveness | * Evaluation plan is not included | * Evaluation plan is brief and vague | * Evaluation plan is comprehensive and clear |
| 1. Plan to monitor resulting changes in practice resulting in increased student achievement | * Brief plan to monitor resulting changes in practice increasing student achievement or no plan | * General plan to monitor resulting changes in practice increasing student achievement * Plan includes what, how, who and when | * Detailed plan to monitor resulting changes in practice increasing student achievement * Plan includes what, how, who and when |

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| 1. Culture, CapAcity and Commitment | | | |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. Current school culture | * Description of current school culture without examples/evidence | * General description of current school culture with examples/evidence | * Detailed description of current school culture with examples/evidence |
| 1. Intentional plan to maintain or improve culture | * Intentional plan to maintain or improve culture are briefly described | * Intentional plan to maintain or improve culture is described including some action steps | * Intentional plan to maintain or improve culture is described including detailed action steps |

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| F. Professional Learning | | | |
| Elements | 0-1 | 2-3 | 4-5 |
| 1. Proposed/planned professional learning activities | NA | * Planned and/or proposed professional learning is listed | * Planned and/or proposed professional learning is listed including strategy to be addressed |
| 1. Professional learning outcome/s | * Very few or no outcomes for activities are listed | * Outcomes for most activities are listed in detail | * Outcomes for each activity are listed in detail |
| 1. LEA’s plan to evaluate Professional Learning effectiveness | * Evaluation plan is not included | * Evaluation plan is brief and vague | * Evaluation plan is comprehensive and clear |
| 1. Accountability…How will you know this professional learning is changing practice in the classroom and is increasing student achievement | * There is no plan to hold teachers accountable | * General plan to hold teachers accountable for change in practice is in place | * Specific, detailed plan to hold teachers accountable for change in practice is in place |

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| **G .Sustainability** |  |  |  |
| **Elements** | 0-1 | 2-3 | 4-5 |
| 1. **LEA’s plan to intentionally build capacity for sustainability** | * Plan to build capacity is not described | * Plan to build capacity is described, with few details | * Detailed plan to build capacity   is described |
| 1. **Specific strategies will be used to effectively sustain successful processes/systems/programs** | * Strategies to effectively sustain successful processes/ systems/ programs are not described | * Strategies to effectively sustain successful processes/ systems/ programs are described without details | * Specific strategies to effectively sustain successful processes/ systems/ programs are described |

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| 1. **Performance Goals** |  |  |  |
| **Elements** | 0-1 | 2-3 | 4-5 |
| 1. **Five year performance goals for Reading/ELA and Mathematics achievement on AzMERIT as written in original application? (SMART goals). Given your benchmark assessment scores, is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make? Include rationale.** | Inadequate description  Inadequate rationale | Brief description  Brief rationale | Description is detailed  If adjusted, strong rationale |
| 1. **Yearly interim goals for AzMERIT ELA/reading and Mathematics achievement for Years 1 through 4 as written in original application (SMART goals). Given your benchmark assessment scores, is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make? Include rationale.** | Inadequate description  Inadequate rationale | Brief description  Brief rationale | Description is detailed  If adjusted, strong rationale |
| 1. **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). Is this goal still aggressive, yet achievable? Explain. If not, what adjustment will you make? Include rationale.** | Inadequate description  Inadequate rationale | Brief description  Brief rationale | Description is detailed  If adjusted, strong rationale |

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| **Budget** |  |  |  |
| **Elements** | 0-1 | 2-3 | 4-5 |
| **Item are coded correctly Function and Object** | Very few items are correctly coded | Some items are correctly coded | All items are correctly coded |
| **Narratives** | Narratives are not itemized with sufficient details | Some of the narratives are itemized with sufficient details | Narratives are itemized with sufficient details |