

School Improvement Grants

New Awards Application

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

Fiscal Year 2011

CFDA Number: 84.377A

State Name: PUERTO RICO



U.S. Department of Education
Washington, D.C. 20202

OMB Number:
Expiration Date:

Paperwork Burden Statement

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SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to 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. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2011, provided \$535 million for School Improvement Grants in fiscal year (FY) 2011.

FY 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2011 school improvement funds in proportion to the funds received in FY 2011 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2011 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2011 funds or any remaining FY 2009 or FY 2010 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2011 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate, one-page application titled, “Continuation Awards Only Application for FY 2011 SIG Program”.

An SEA that must submit a FY 2011 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2010 application, including its lists of Tier I, II, and III schools.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA’s FY 2011 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2011 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

Paper Submission:

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

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

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

Application Deadline

Applications are due on or before January 9, 2012.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Puerto Rico Department of Education	Applicant's Mailing Address: PO Box 190759 San Juan, Puerto Rico 00919-0759
State Contact for the School Improvement Grant Name: Ana Maria Rodriguez, Esq. Position and Office: Director Office School Improvement Contact's Mailing Address: Puerto Rico Department of Education Office of School Improvement Office of Academic Affairs PO Box 190759 San Juan, Puerto Rico 00919-0759 Telephone: 787 773-3057 Fax: Email address: rodrigueznam@de.pr.gov	
Chief State School Officer (Printed Name): Edward Moreno Alonso, Ed. D	Telephone: 787 773-2004
Signature of the Chief State School Officer: X	Date:
The State, 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 receives through this application.	

FY 2011 NEW AWARDS APPLICATION CHECKLIST

Please use this checklist to indicate the changes the SEA elects to make to its FY 2011 application from its FY 2010 application. An SEA will be required to update Section D (Part 1): Timeline, but will have the option to retain all other sections from its FY 2010 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> SEA elects to keep the same definition of “persistently lowest-achieving schools” (PLA schools) as FY 2010	<input type="checkbox"/> SEA elects to revise its definition of “persistently lowest-achieving schools” (PLA schools) for FY 2011
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input checked="" type="checkbox"/> SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2010	<input checked="" type="checkbox"/> Revised for FY 2011
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2010	<input checked="" type="checkbox"/> Revised for FY 2011
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2010	<input type="checkbox"/> Revised for FY 2011
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Revised for FY 2011	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2010	<input type="checkbox"/> Revised for FY 2011
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Assurances provided	
SECTION F: SEA RESERVATION	<input type="checkbox"/> Same as FY 2010	<input checked="" type="checkbox"/> Revised for FY 2011

SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Same as FY 2010	<input type="checkbox"/> Revised for FY 2011

PART I: SEA REQUIREMENTS

As part of its FY 2011 application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA will be required to update its timeline, but may retain all other sections from its FY 2010 application, including its lists of Tier I, II, and III schools.

SECTION A: ELIGIBLE SCHOOLS	
<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2010	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2011
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input checked="" type="checkbox"/> 1. The SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools. The SEA does not need to submit a new list for the FY 2011 application. <input type="checkbox"/> 2. SEA elects to generate new lists. Lists submitted below.	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Directions: An SEA that elects to generate new lists or must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools” must attach a table to its SIG application that include its lists of all Tier I, Tier II, and Tier III schools that are eligible for new awards.¹ An SEA that will not generate new lists of Tier I, Tier II, and Tier III schools does not need to submit a new list for the FY 2011 application.

SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS

¹ A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2011 funds or any remaining FY 2009 or FY 2010 funds not already committed to grants made in earlier competitions.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ²

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2011 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

Directions: All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds (e.g., reallocate to other schools with SIG grants or retain for a future SIG competition).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS

² “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

TOTAL AMOUNT OF REMAINING FUNDS:

Directions: In the boxes below, provide updates to any sections, if any, the SEA elects to revise. The only section the SEA will be required to update is *Section D (Part 1): Timeline*. The SEA does not need to resubmit information for any section in which it elects to use the same criteria as its FY 2010 SIG application. See Appendix A for guidelines on the information required for revised sections.

SECTION B: EVALUATION CRITERIA							
<input type="checkbox"/> SEA is using the same information in this section as in its FY 2010 application. The SEA does not need to resubmit this section.	<input checked="" type="checkbox"/> SEA has revised the information in this section for FY 2011. Updated information listed below.						
<p>Based on the 1003(g) guidance, PRDE has identified no schools eligible for TIER II. Only TIER I schools will be served this year.</p> <p>An Evaluation Committee composed of experience and knowledgeable readers will review and score the LEA’s documentation and application by means of the PRDE’s Office of Federal Affairs official guidelines and procedures (Please refer to SEA application’s section D Part 1).</p> <p>PRDE has created a rubric based on the LEA’s application (Appendix B). This rubric ensures that LEAs have met each of the required components of the school improvement grant application, in order to be selected for funding. Each required component will be rated as Exemplary (15-11 points); Adequate (10-6 points); or Inadequate (5-1points) If the component is not addressed, indicate this in the missing box (0 points). LEAs/districts submitting requests for Tier I schools will be prioritized for funding based on the total number of points received out of a total of possible 150 points.</p> <p>The rating scale is provided below and includes key words to facilitate the scoring process:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">EXEMPLARY(11-15)</td> <td style="width: 25%; padding: 5px;">ADEQUATE (6-10)</td> <td style="width: 25%; padding: 5px;">INADEQUATE (1-5)</td> <td style="width: 25%; padding: 5px;">MISSING (0)</td> </tr> </table>				EXEMPLARY(11-15)	ADEQUATE (6-10)	INADEQUATE (1-5)	MISSING (0)
EXEMPLARY(11-15)	ADEQUATE (6-10)	INADEQUATE (1-5)	MISSING (0)				

<u>Key Words:</u>	<u>Key Words:</u>	<u>Key Words:</u>	
Comprehensive Proficient Detailed Complete Thorough Clear	Sufficient Satisfactory Enough Brief Acceptable	Insufficient Not Clear Incomplete Unacceptable Limited Weak	

SEA Criteria for Evaluation Process

Each LEA will substantiate the selection of an intervention model for each school with appropriate data that align with the reporting metrics identified in the final requirements. The LEA must complete a needs assessment, summarize the findings, and determine the root causes; then establish goals for the three-year grant period for each school identified to be served. The data should include, but are not limited to:

- School improvement status
- student demographics,
- learning gains,
- graduation rates,
- student attendance,
- teacher attendance,
- discipline incidents (number and type),
- percentage of truant students,
- number of days/minutes within the school year dedicated to instruction,
- number of teachers on staff,
- AYP targets the school missed,
- school perception data.

These data will be tracked on a consistent basis throughout the life of this grant.

School and District Narrative

The LEA will work with each school to complete a Needs Assessment and school narrative. Upon completion of this process, the LEA will provide a district narrative to summarize the school’s needs and strategies selected to address those needs. Within the narrative the school should address the following: Do schools have the necessary materials and staff has the capacity to carry out strategies? Does the school collect and use data in their decision making? If not, how will the use of data have a positive effect to measure progress in the schools? What

professional services has the school staff received to carry out implementation? In addition, the narrative will include a detailed rationale for selecting a specific intervention model for the school, indicating how the proposed model clearly aligns to the identified needs of the school. The narrative must show a direct correlation between the data analyzed and the rationale for the selection of the intervention model recommended by the LEA. PRDE (Puerto Rico Department of Education) staff will provide various supports (trainings, workshops, technical assistance) to ensure the activities are legal, appropriate, reasonable, and financially responsible. (The Needs Assessment is included as Attachment C in the LEA Application).

The LEA Application Rubric Section B. Part 1(1) located in **Appendix A** will be used to evaluate the needs assessments, school narrative and district narrative.

The reviewer will use the following criteria for evaluating the school's and LEA's analysis of the TIER I schools' needs.

- The need for the proposed intervention model and strategies is strongly justified through supportive data.
- The severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed intervention model and strategies.
- The proposed intervention model and strategies focuses on the identified needs of the schools the LEA commits to serve.
- Evidence of a collaborative data analysis process (list of persons involved)
- Evidence that data analysis is an on-going process (dates of data analysis)
- Evidence that the intervention model selected addresses the school's needs

In instances where the proposed intervention model or strategies selected for any school is not aligned with the identified school's needs, SEA will provide technical assistance to the LEA to identify a more appropriate intervention model and or strategies within the options available to PRDE.

Due to regulatory and legal constraints, Puerto Rico's Secretary of Education, in this instance acting as the LEA, is the final authority to determine which models will be implemented in each TIER I school to be served. This determination will be based on the district's clear demonstration of the alignment between school needs and the recommended intervention model.

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application and the schools needs assessment must be completed. In addition, narrative components must receive at least a total of eight (8) points combined.

PRDE will monitor the LEA's implementation of the interventions supported with SIG funds throughout the period of fund availability as described in PRDE's application to further ensure LEA's commitment is sustained.

The LEA has demonstrated that it has the capacity to use school improvement funds to

provide adequate resources and related support to each TIER I school identified in the LEA's Application in order to implement fully and effectively the selected intervention in each of those schools.

SEA will require the LEA to submit evidence demonstrating its capacity to use school improvement funds to provide adequate resources and related support to each TIER I school to be served in order to implement fully and effectively the selected intervention model by evaluating the LEA's assessment of:

- Current staff knowledge of specific subject matter content and effective instructional strategies.
- Appropriate classroom facilities.
- Technology resources.
- Additional funding sources.
- Leadership staff knowledge of working collaboratively and leading a faculty through an effective change model.
- Community and organizational support and partnerships.

In addition, the LEAs will be required to submit the following:

- ✓ A proposed district budget which includes projections for each selected school. The budget must adhere to federal/state fiscal guidelines related to allowable expenditures and allocate appropriate funds to support each component of the selected intervention model in each school. (The SEA acts as the fiscal agent and all monies reside at the state level.) SEA will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose and that submitted budgets will be of sufficient size, scope, allowable and reasonable to implement the selected intervention model with fidelity.
- ✓ Existing resources, including sufficient staff to fully and effectively implement the intervention model.
- ✓ A monitoring plan for ongoing review of the implementation of the selected intervention with timeline and persons responsible.

The criteria above will be used to evaluate the LEA SIG Applications with respect to demonstrating capacity to fully and effectively implement the selected intervention model in each identified TIER I school. The LEA Application Rubric Section B. Part 1 located in **Appendix A** will be used to evaluate this section.

The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each TIER I school identified in the LEA's Application, as well as to support school improvement activities in TIER III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA.)

The intervention models selected for TIER I schools are comprehensive and will require significant funding for full and effective implementation. The Evaluation Committee will review

the LEA's Budget Form for each TIER I school to be served to ensure that sufficient funds are projected, enabling the LEA to implement the intervention model.

SEA will provide technical assistance to LEAs prior to the submission of proposed budgets to ensure that SIG funds will be used for the intended purpose and that proposed budgets are of sufficient size and scope to implement the selected interventions with fidelity.

Process for Budget Review

The Funds Allocation Unit of OFA within SEA, will review the Budget Form in the LEA application for the following elements:

Allowable expenditures necessary to conduct the activities and provide strategies required for the selected intervention model. Such expenditures shall include:

- ✓ Professional development to support school, teacher, and school director's effectiveness
- ✓ Resources necessary to support comprehensive instructional reform initiatives
- ✓ Contracting of external service providers, additional external support and personnel
- ✓ Strategies or programs to increase learning time and create community-oriented schools
- ✓ Practices to create operating flexibility and sustained support

The SIG Funds Administration Unit will evaluate the LEA application and timeline to ensure there are corresponding budget items to effectively implement each identified aspect of the intervention. The LEA will delineate expenditures on the Budget Form that will be included in the SIG Application Package. The SIG Funds Administration Unit will review this form to ensure that funds are necessary, adequate, and allowable.

The LEA budget for expenditures covering a one-year comprehensive period will be revised and prepared annually prior to renewal. Renewal of school budgets will be based on the individual school's performance and availability of funds:

- Evidence that the LEA budget is sufficient in size and scope to provide adequate resources for the number of schools to be served.
- LEA budget does not exceed the maximum funding allowed per school per year.

Budget Justification

LEAs must provide a breakdown of funding expenditures per school on the Budget Form. The budget justification must align activities with funds. PRDE will consider the following when determining the appropriateness of an LEA's request for funding:

- school population;
- LEA's/school's commitment to design and implement interventions consistent with the requirements of the selected model;
- LEA's/school's capacity to implement the selected model (adequacy of LEA staff, technical expertise, sufficient monetary resources, political climate, technological infrastructure, qualified staff, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary to implement and sustain the interventions);
- whether the LEA's/school's needs are addressed; and
- whether the LEAs/schools have clearly defined how the overall goals of the SIG program will be achieved/met.

The LEA Application Rubric Section C located in **Appendix A** will be used to evaluate this section.

Part 2

(1) Design and implement interventions consistent with the final requirements.

The LEA Application requires that each LEA provides a descriptive account of how it will design and implement the interventions, recruit providers to help them implement the selected intervention model in the school, align resources, modify practices, and sustain the reforms.

Additional information LEA include:

- ✓ Signed letter of commitment
- ✓ A realistic timeline to allow for the model's elements to be implemented
- ✓ Stakeholder Involvement Table
- ✓ Clearly stated measurable goals and the percentage of increase projected in each one of the basic subjects on the PPAA

Qualified and trained reviewers will evaluate the applications and assess each LEA's capacity for carrying out these activities. PRDE will also require additional information in the application that is designed to enhance the final requirements and provide specific implementation guidance to LEAs. LEAs must describe how they will implement each requirement for the chosen intervention and provide information on the coordination of resources.

The LEA Application Rubric Section B (3) located in **Appendix A** will be used to evaluate this criteria.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

SEA utilized the existing procedures established in PRDE's *Guide to Selecting Professional Services Paid with Federal Funds* for the recruitment, screening and selection of providers. The RFP, issued in Spring 2012, resulted in a list of approved providers that will serve the TIER I schools selected for the duration of this grant. LEA and each school will select the providers

based on the alignment between school’s needs and the providers’ services/expertise.

LEAs will assess qualifications for providers to ensure alignment of their services with the schools’ identified needs.

Providers will be selected based on the needs of the schools and the provider’s ability to:

- ✓ Provide job-embedded professional development at leadership, teacher and support staff levels to increase the capacity for improvement and sustainability tied to student achievement
- ✓ Provide community engagement programs.
- ✓ Demonstrate relevance to grade level and content areas and needs assessment data.
- ✓ Exhibit willingness to be held accountable for professional performance standards.
- ✓ Describe the provider’s ability to effectively manage resources including human, fiscal and material.

The LEA Application **Rubric Section B. (3)** located in **Appendix A** will be used to evaluate this section.

(3) Align other resources with the interventions.

Schools may receive services provided through numerous federal and state funding sources as indicated below. However, many school and district leaders consider the funding streams as distinct and unrelated, lacking the necessary experience to coordinate available funding sources to provide a comprehensive approach to school reform. SEA will examine the funds targeted to PLA schools and will provide technical assistance to encourage LEAs to coordinate the use of fiscal resources, in compliance with federal and state requirements, to support full and effective implementation of the selected intervention model.

The SEA will review LEA Applications for alignment of all available human, material and fiscal resources (**state, municipal, and federal**) that support the intervention model with:

- ✓ strategies to improve student achievement
- ✓ job-embedded, collaborative professional learning opportunities for teachers
- ✓ programs and activities to engage parents and community members in supporting model implementation

Example of federal funding sources:

RESOURCE	<u>MODEL(S)</u>	<u>ALIGNMENT WITH SIG</u>
Federal Resources		

Title I, Part A - School wide or targeted assistance programs	Restart(EMOs), Turnaround, Transformation	Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.
School Improvement Funds	Restart(EMOs) Turnaround, Transformation	Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Turnaround, Transformation	Recruit teaching staff with the skills and experience to operative effectively within the selected intervention model.
Title III, Part A- LSP	Restart (EMOs) Turnaround, Transformation	Provide staff job-embedded professional development aligned to grant goals to assist them in serving Limited Spanish Proficient (LSP)

The LEA Application Rubric Section B. (3) located in **Appendix B** will be used to evaluate this section.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The SEA will assess the LEA’s commitment to examine and modify its practices and procedures to allow full implementation of the selected intervention model. The LEA must provide evidence that a review of district and school practices and procedures, that result in an

implementation plan, has been conducted, in collaboration with schools and external providers, resulting in increased capacity to implement the selected model. The SEA will examine, verify, and provide technical assistance to districts and schools supporting the modification of practices and procedures that will support intervention model implementation. The evidence will include copies of agendas and minutes from the reviews. If modifications are necessary for implementation of the interventions, additional documentation would include revised practices/procedures and minutes from meetings where the revisions were approved.

LEAs will review practices and procedures that need to be modified to implement the interventions fully and effectively such as:

- providing differentiated support and resources for new teachers and teachers needing to improve their professional practice and effectiveness
- providing opportunities for staff to collaborate on a regular basis
- extending instructional time through longer school days and/or school years
- other- determined by the required components of the intervention
- conducting annual staff evaluations (take into consideration school and student performance data)
- other

SEA will conduct periodic reviews of LEA practices and procedures to ensure that they support the implementation of the selected intervention model. LEAs will conduct periodic school visits to verify the implementation of practices and procedures that support the implementation of the selected intervention model. If modifications are necessary for implementation of the interventions, additional documentation would include revised practices/procedures and minutes from meetings where the revisions were approved. Technical assistance will be provided to guide the modification of practices and procedures as needed.

The LEA Application Rubric Section B. (3) located in **Appendix A** will be used to evaluate this section.

(4) Sustain the reforms after the funding period ends.

Sustaining reform efforts beyond the three year funding cycle of SIG requires LEAs and schools to have built their internal capacity to effectively meet the needs of their students and improve student achievement without continued extensive support from external providers. LEAs and selected schools are not expected to demonstrate such capacity at the beginning stages of model implementation. However, LEAs must develop a plan and timeline that will result in the probable sustainability of the selected model.

SEA will review LEA Applications to ensure that the initial funding provided a sufficient foundation to ensure the likelihood that the reform will be sustainable beyond the funding cycle.

The SEA will assess the LEA's commitment to build its internal capacity and that of the

schools served through a narrative which addresses the following:

- ✓ Level and amount of technical assistance the LEA provides to the school in each year of the funding period. It is expected that the LEA would provide intensive technical assistance the first year with decreasing amounts in the next two years.
- ✓ Commitment to examine human, material, and fiscal resources to determine how the established improvement efforts can be sustained.
- ✓ Provision of professional development for both the LEA and the school staff to ensure the effective practices in place continue and are monitored by the LEA after the three year funding period.

The SEA will review LEA applications to ensure that the initial funding provided an adequate foundation to ensure the reform would be sustained in subsequent years or beyond the funding cycle.

The LEA Application Rubric Section B. (3) located in **Appendix A** will be used to evaluate this section.

SECTION B-1: ADDITIONAL EVALUATION CRITERIA FOR PRE-IMPLEMENTATION

SEA is using the same information in this section as in its FY 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2011. Updated information listed below.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

PRDE will require LEAs to indicate which activities will be implemented during the pre-implementation period in the proposed budget.

The LEA must identify which LEA-level staff and providers will be supporting each school, and each person's expertise that will contribute to successful pre-implementation of the grant within the narrative of the application. The LEA is also required to identify how the pre implementation activities will be carried out and who is responsible for monitoring those activities to ensure longevity of the activities. LEAs may apply for approval for pre-implementation activities to prepare for full implementation of the school intervention model in 2012-2013.

In the LEA Level and School Level sections, LEAs will indicate the specific activities that will take place during the pre-implementation period, if applicable. The proposed expenditures and proposed activities need to directly relate to a full and an effective implementation of the selected intervention model, be reasonable, allowable, and necessary for implementation, address needs identified by the LEA, and help improve student academic achievement.

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

PRDE Central level staff will review and assess the specific pre-implementation activities in the LEA applications to ensure the activities are allowable, necessary, and reasonable. The proposed activities must be tied to the individual district’s and school’s needs and must align with the selected intervention models. All pre-implementation activities must support the full implementation of the intervention models in 2012-2013.

SECTION C: CAPACITY

SEA is using the same information in this section as in its FY 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2011. Updated information listed below.

SECTION D (PART 1): TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

All LEAs will be provided with technical assistance in order to support the development of the LEA Application. Technical assistance will be provided through an intensive weekend training and work session for LEA personnel and TIER I school principals/directors.

LEA Applications for SIG funds will be reviewed by SEA’s SIG Funds Administration Unit.

Competitive Process:

The SEA will receive the LEA applications and will follow the internal procedures and guidelines of the corresponding units for revision and evaluation:

- ✓ The SEA will only accept for evaluation complete LEA applications, based on an initial screening process for completeness. Those deemed complete applications, will proceed for evaluation.
- ✓ The SEA will appoint an evaluation committee as established by the

SEA’s internal evaluation process and who will have experience and knowledge in the program areas and service requirements. LEA applications will be reviewed utilizing the criteria outlined in the Scoring Rubric provided in **Appendix B** of this application to determine if all requirements have been satisfactorily addressed. LEAs submitting requests to serve Tier I schools will be prioritized for funding based on the total number of points received out of a possible _____ points total on the scoring rubric. Final LEA Application approvals will be made prior to _____

- ✓ The SEA will prepare a report with the results from the evaluation in descending order based on the points received in each application. This report will be sent to the PRDE’s Secretary for final approval.
- ✓ To be considered for SIG funding, LEA Applications must clearly indicate greatest need and greatest commitment throughout the Application.
- ✓ Each LEA will be informed of the results of its application.
- ✓ SIG funds will be awarded.
- ✓ All schools selected will be served for a maximum of three years.

Timeline

February 6	Meeting with Committee of Practitioners
February 7	PRDE School Improvement Grant submitted to USDE
February 24	Technical Assistance and work session for districts, school directors and school personnel on developing school needs assessment
As soon as application is approved	Public posting on PRDE’s website of Tier I and Tier III schools and SIG application
Weekend March 16-18	Technical Assistance and work session for LEA staff provided to guide development of LEA Applications
April 12 - 13	Evaluation Committee training to develop a comprehensive understanding of SIG requirements, LEA Application process, and instruments
April 11	LEA application submission deadline
April 16-20	Evaluation Committee reviews and scores LEA Application
April 23-27	Final Approval of LEA Applications made and award letters sent
May 1	Posting on PRDE’s website of the approved

	LEA Applications
May 7	Funds Allocated to Schools
May - June 30	Process to hire new school principals

Pre-Implementation Activities

February-June	Activities to set stage to change attitudes that lead to improvement in student achievement
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Implementation Process

June 6	Orientation for external providers to SIG requirements and PRDE proposal process, timeline, and rating procedures
June 15	PRDE to host Open House so that providers can offer services to second cycle selected schools
Day of Open House	Posting on PRDE's website of the approved LEA Applications
2 days after Open House	Provider selection submitted by districts and schools
June 25-29	SEA will sign contracts of selected providers
July	New directors to be placed at schools
July- September 2012	District School Support Team and school planning team begin a process to rewrite school strategic plans to reflect the selected school improvement model and required activities, adjust the achievement goals, identify the steps and timeline for implementing the model, and align resources
Month of August –December 2012	Leadership Academy for new directors

SECTION D (PARTS 2-8) DESCRIPTIVE INFORMATION:

SEA is using the same information in this section as in its FY 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2011. Updated information listed below.

N/A

SECTION E: ASSURANCES

By checking this box and submitting this application, the SEA agrees to follow the assurances listed in its FY 2010 SIG application.

SECTION F: SEA RESERVATION

SEA is using the same information in this section as in its FY 2010 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2011. Updated information listed below.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it chooses to reserve from its School Improvement Grant allocation.

In order to effectively manage the implementation of the School Improvement Intervention Models throughout the Island, the PRDE will utilize the five percent for consolidated administration it receives to conduct a variety of activities related to administration, evaluation and technical assistance. PRDE will also use state level funds to conduct other related activities. The activities for each of these categories are described below with their corresponding funding sources:

School Improvement Grant (SIG) Reservation (5%)

Preliminary Activities. PRDE will provide technical assistance to districts and schools in the effective preparation of their LEA applications.

Review third-party partners. PRDE will be responsible for ensuring that external providers that assist in implementing the intervention models and which will be selected through the State's competitive RFP process have track records of success and can successfully implement the selected intervention model.

Data collection. PRDE will collect data to oversee the implementation of the selected Intervention model at each Tier I school identified to be served. This ongoing data collection will allow for the tracking of progress toward PRDE, district and school's goals as well as for the identification and dissemination of successful implementation practices and lessons learned.

Evaluation. PRDE will enlist qualified independent partners to serve as the external evaluators of the interventions in individual schools. SIG funds will be used to fund these independent evaluators. This external evaluation will assist PRDE in evaluating effectiveness of each school in implementing approved reform models and the degree of fidelity to which these models were implemented.

Needs assessment for technical assistance. PRDE will utilize the results of the needs assessment of participating schools. Using the results of this needs assessment, PRDE will use state level SIG funds to provide professional development opportunities and tools that are targeted to meet needs identified in this assessment.

Share Best Practices. In June 2012 PRDE will conduct a Residential meeting where participating schools will share their stories, disseminate findings from their action research, and celebrate student success and professional growth.

State Funding

Director selection. PRDE will select principals in selected schools and will offer training to these Directors. Candidates will include high-potential principals and teachers with the qualifications and desire to become effective leaders and that have improved student achievement in their classrooms.

Evaluation tool. PRDE is developing a principal and teacher evaluation tool which includes school and/or student performance as part of its evaluation.

Teacher development. PRDE will provide job-embedded professional development for teachers, including various topics such as the implementation of Puerto Rico’s standards and expectations.

OFA Funding

On-site monitoring. As described earlier, PRDE will monitor in various ways including informal visits and formal site visit reviews and will use the information gathered to determine additional supports needed.

SECTION G: CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

SECTION H: WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here Puerto Rico Department of Education requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

Note: An SEA that requested and received the Tier II waiver for its FY 2010 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2011 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

Note: An SEA that requested and received the n-size waiver for its FY 2010 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2011 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list

of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: New list waiver

- Because the State does not elect to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2010 competition.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Puerto Rico Department of Education requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2010 competition and wishes to also receive the waiver for the FY 2011 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 or 2011-2012 school years cannot request this waiver to “start over” their school improvement timeline again.

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2012–2013 school year to “start over” in the school improvement timeline.

Assurances

- The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.
- The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 5: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2010 competition and wishes to also receive the waiver for the FY 2011 competition must request the waiver again in this application.

- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION	
<input type="checkbox"/> SEA is using the same FY 2010 LEA application form for FY 2011.	<input checked="" type="checkbox"/> SEA has revised its LEA application form for FY 2011.
The SEA does not need to resubmit the LEA application.	The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

PUERTO RICO DISTRICT APPLICATION

2011-2012

Department of Education Appropriations Act of 2010

SCHOOL IMPROVEMENT GRANT

Section 1003 (g) OF Title I of the Elementary & Secondary Act of 1965

(Title I or ESEA)

ISSUED BY:

PUERTO RICO DEPARTMENT OF EDUCATION

Federico Costas Street # 150, Hato Rey, Puerto Rico, 00919-0759

Grant Period: _____

Applications Due: _____

Grant Amounts: \$50,000 minimum available per year

Source of Funding: U.S. Department of Education

For office use only:

Submittal Date: _____

Evaluation Date: _____

District Information Sheet

School Improvement Grant 2011-2012

Legal Name of Applicant:	Applicant's Mailing Address:
--------------------------	------------------------------

District Contact for the School Improvement Grant

Name:

Position and Office:

Contact's Mailing Address:

Telephone:

Fax:

Email address:

District Superintendent of Schools (Printed Name):

Telephone:

District Superintendent of Schools (Signature):

Date:

X _____

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances and commitments contained in this application.

District Implementation of 1003(g) 2011-12 School Improvement Grant (SIG)

Introduction

Implementation Plan for Puerto Rico

The Puerto Rico Department of Education is considered a Unitary System (the SEA is also the LEA). PRDE has seven (7) regions, each with (4) districts, totaling 28 districts.

Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring 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 their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the **Federal Register** in January, 2010, school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low-achieving as the State's other Tier I schools. Tier II schools are State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60% over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools, an LEA chooses to serve; the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Application Format Directions

- Use the application provided in this document to provide requested information.
- Type all information requested (except signatures) using *Times New Roman* with a font size no smaller than 10.
- Number all pages on the bottom right corner.

- Spell out the name of a selected program or strategy once before using abbreviations or acronyms.

A. 2010 1003 (g) Application Review Process

- The review process will be conducted by a committee of individuals knowledgeable about school improvement who will evaluate the applications using the 2011 1003(g) District Application Evaluation Rubric (Attachment D). Reviewers will be looking for evidence that demonstrates that the District has the capacity and the commitment to fully implement, monitor and sustain the selected interventions and that the desired changes in student academic performance will be attained.

B. Deadline

This document must be received at PRDE no later than 4:30 P.M. on April 11, 2012, hand-delivered at the Mail Room of the Office of Federal Affairs

Departamento de Educación de Puerto Rico

Calle Federico Costas #150

Hato Rey, Puerto Rico 00919-0759

DISTRICT APPLICATION

A. SCHOOLS TO BE SERVED

An LEA must identify each TIER I school the LEA commits to serve and identify the model that the LEA will implement in each TIER I school. No TIER III schools will be served in the 2012-2013 school year. No TIER II Schools are identified in Puerto Rico. The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant

District Name: _____

TIER I SCHOOL NAME	SCHOOL ID CODE	INTERVENTION MODELS FOR TIER I Only for TIER I Schools			
		TURN-AROUND	RESTART	TRANSFORMATION	SCHOOL CLOSURE

NOTE: An LEA that has nine or more TIER I and TIER II schools may not implement the transformation model in more than 50 percent of those

B.DESRIPTIVE INFORMATION:

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application and the schools assessment must be completed. In addition, the schools needs assessment and district narrative components must receive at least a total of eight (8) points combined.

On this section, please fill out information for each school

B.1 Needs Assessment and School Narrative

Each LEA will substantiate the selection of an intervention model for each school with appropriate data that align with the reporting metrics identified in the final requirements.

The LEA will work with each school to complete a Needs Assessment, summarize the findings and determine the root causes. Each school Needs Assessment will include a narrative to summarize findings. Within the narrative the school should address the following: Do schools have the necessary materials and staff has the capacity to carry out strategies? Does the school collect and use data in their decision making? If not, how will the use of data have a positive effect to measure progress in the schools? What professional services has the school staff received to carry out implementation? The Needs Assessment is included as **Attachment C** of this Application.

B.2 District Narrative

The LEA District is to provide a narrative with a detailed rationale for selecting a specific intervention model for each school to be served. This selection should be based on the needs identified in the needs assessment which was a collaborative effort between the District and the School Planning Committee, indicating how the proposed model will address each specific school's needs. The narrative must show a direct correlation between the data analyzed and the rationale for the selection of the intervention model recommended by the LEA. In addition the Narrative will also include a suggestion of strategies to be implemented based on the instructional needs of the schools. PRDE (Puerto Rico Department of Education) staff will provide various supports (trainings, workshops, technical assistance) to ensure the activities are legal, appropriate, reasonable, and financially responsible. Furthermore, the LEA must describe actions it has taken or will take to design and implement interventions consistent with the final requirements for the selected intervention model.

The reviewer will use the following criteria for evaluating the schools and LEA's analysis of the TIER I schools' needs:

- The need for the proposed intervention model and strategies is strongly justified through supportive data.
- The severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed intervention model and strategies.
- The proposed intervention model and strategies focuses on the identified needs of the schools the LEA commits to serve. (Attachment A)
- Evidence of a collaborative data analysis process (list of persons involved)
- Evidence that data analysis is an on-going process (dates of data analysis)
- Evidence that the intervention model selected addresses the school's needs

In addition, the LEA should provide a descriptive account of how it will design and implement the interventions, recruit providers to help them implement the selected intervention model in the school, align resources, modify practices, and sustain the reforms. Additional information required includes:

- ✓ Signed letter of commitment (Attachment B)
- ✓ A realistic timeline to allow for the model's elements to be implemented (Section B.2.2)
- ✓ Stakeholder Involvement Table (section B.2.3)
- ✓ Clearly stated measurable goals and the percentage of increase projected in each one of the basic subjects on the PPAA (section B.2.4)

District Narrative

B.2.1 Letter of Commitment

The Attachment B refers to the Letter of Commitment to Support 1003(g) SIG Implementation. This letter must be completed when filling the application.

B.2.2 Timeline

The SEA will require the LEA to further evidence the action steps to guide the full implementation of the selected model. The LEA must complete one of the timeline as listed below.

Transformation Model

<i>Identify and support the new principal that will lead the implementation of the intervention model.</i>	
Actions:	Timeline:
<i>Support the principal and staff in the new evaluation system for teachers and principals that takes into account data on student growth.</i>	
Actions:	Timeline:
<i>Identify school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates so that they can be recognized by SEA and district.</i>	

Actions:	Timeline:
<i>Identify staff, who after ample opportunities have been provided for them to improve their professional practice, have not done so, so that SEA can remove them.</i>	
Actions:	Timeline:
<i>Provide and support staff with ongoing, high-quality, job-embedded professional development regarding subject-specific pedagogy that is aligned with the school's comprehensive instructional program to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i>	
Actions:	Timeline:
<i>Provide optimum work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in your district.</i>	
Actions:	Timeline:
<i>Train and 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.</i>	
Actions:	Timeline:
<i>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of</i>	

<i>individual students.</i>	
Actions:	Timeline:
<i>Establish schedules and strategies that provide increased learning time.</i>	
Actions:	Timeline:
<i>Provide the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</i>	
Actions:	Timeline:
<i>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the provider.</i>	
Actions:	Timeline:
<i>Align additional resources with the interventions.</i>	
Actions:	Timeline:
<i>Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</i>	
Actions:	Timeline:

<i>Sustain the reform after the funding period ends.</i>	
Actions:	Timeline:
<i>Provide ongoing mechanisms for family and community engagement.</i>	
Actions:	Timeline:

Closure Model

<i>Identify and examine the data and evidence pointing to the need to implement the closure model.</i>	
Actions:	Timeline:
<i>Determine capacity of district to close school.</i>	
Actions:	Timeline:
<i>Determine barriers that exist to close the school and how will these be overcome.</i>	
Actions:	Timeline:

<i>Identify the process by which the district will close the school.</i>	
Actions:	Timeline:
<i>Involve the parents and community members in the school closure decision.</i>	
Actions:	Timeline:
<i>Notify the parents and community of the closure decision.</i>	
Actions:	Timeline:
<i>Identify which other schools are in reasonable proximity to the closed school in order to receive the students of the closed school.</i>	
Actions:	Timeline:
<i>Identify and decide which of the nearby schools is higher achieving than the closed school.</i>	
Actions:	Timeline:
<i>Assure that all students from the closed school are allowed to be enrolled in a new school.</i>	
Actions:	Timeline:

<i>Notify parents of the school closure and the student's new school destination.</i>	
Actions:	Timeline:
<i>Plan for the orderly transition of students and staff in both the closed and he receiving schools.</i>	
Actions:	Timeline:

B.2.3 Stakeholder Involvement Table

The community and stakeholders involvement in the schools are an integral part of the program. The LEAs should consider and envision this in order to ensure the successful implementation of the intervention model.

Complete the table below indicating LEA staff with the expertise and experience to implement the recommended intervention model, and description of the steps to regularly engage the school community (parents and stakeholders) to seek input and to inform them of progress.

Participants involved in model review and selection	Number of persons involved	If Personnel are not involved, explain why
SEA/ LEA Representative		
District School Support Team Members		
School Director		

School Planning Team/Teachers		
Community/ Stakeholders		
Students		
Others, specify		

B.2.4 Measurable Goals

The LEA must state measurable goals and the percentage of increase projected in each one of the basic subjects on the PPAA

Annual Measurable Progress Goals

Complete table below:

Tier I School Name:							
Core Subjects	State Assessment (SA) % PPAA Results	% Annual Goal	% PPAA (SA) Results	% Annual Goal	% PPAA (SA) Results	% Annual Goal	% PPAA (SA) Results
	2010 – 2011 (most recent results)	2012 – 2013 Year 1		2013 – 2014 Year 2		2014 – 2015 Year 3	

Spanish							
Grade							
Grade							
Grade							
Grade							
English							
Grade							
Grade							
Grade							
Grade							
Math							
Grade							
Grade							
Grade							
Grade							
Science							
Grade							
Grade							

Grade							
Grade							

B.3 Capacity

The LEA in order to implement fully and effectively the required activities of the school intervention model it has selected, must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each TIER I school identified in the LEA’s application.

The SEA will require the LEA to submit evidence demonstrating its capacity to use school improvement funds to provide adequate resources and related support to each TIER I school to be served. Furthermore, the LEA will demonstrate their capacity to implement fully and effectively the selected intervention model by evaluating the LEA’s assessment of:

- Current staff knowledge of specific subject matter content and effective instructional strategies.
- Appropriate classroom facilities.
- Technology resources.
- Additional funding sources.
- Leadership staff knowledge of working collaboratively and leading a faculty through an effective change model.
- Community and organizational support and partnerships

B.3.1 Capacity Narrative

The following information should be submitted as evidence of the LEA’s capacity and commitment to use school improvement funds:

- ✓ A description of existing resources, including sufficient staff to fully and effectively implement the intervention model.

- ✓ A monitoring plan for ongoing review of the implementation for the selected intervention with timeline and persons responsible
- ✓ A proposed district budget which includes projections for each selected school. The budget must adhere to federal/state fiscal guidelines related to allowable expenditures and allocate appropriate funds to support each component of the selected intervention model in each school. (Part C- Budget)

The LEA will be required to submit a list of available resources including staff to fully and effectively implement the intervention model.

B.3.2 Human Resources

Resources Available	Positions	Expertise
----------------------------	------------------	------------------

B.3.3 Material Resources

Resources Available	Description of Use
----------------------------	---------------------------

B.3.4. District Program Monitoring Plan

The LEA should provide a monitoring plan for ongoing review of the implementation of the selected intervention. The District Program Monitoring Plan below should reflect the timeline and persons responsible for such actions.

B.3.5 – Reference to Part C – Budget in order to complete this section

B.4 Lack of Capacity

- If the LEA is capable of serving each of its TIER I schools in the first and second cycles, the narrative is not needed.
- If the LEA is not able to serve each of its TIER I, schools it will describe the reason why.

B.4.1 Lack of Capacity Narrative

If the LEA/District is not applying to serve **each** TIER I school, the LEA must describe why it lacks capacity for serving **each** of the schools. When describing the LEA's lack of capacity in the narrative below please address criteria such as, but not limited to:

- inability to select an intervention model based on the options (transformation 50% requirement and closure) offered by SEA;
- insufficient personnel;
- inadequate material and fiscal resources;
- inability to secure commitment from stakeholders;
- insufficient time to plan for and implement the selected intervention;
- other.

B.5 Recruit, screen and select external providers, if applicable, to ensure their quality;

SEA utilized the existing procedures established in PRDE’s *Guide to Selecting Professional Services Paid with Federal Funds* for the recruitment, screening and selection of external providers. An RFQ issued in February 2012 provides a list of available providers. LEA and schools will select external providers based on the alignment between school’s needs and provider services/expertise utilizing the procedures established in the RFQ. See Appendix D for the *Guide to Selecting Professional Services Paid with Federal Funds*.

LEAs and school will ensure alignment of their services with the schools’ identified needs.

Process for Selecting Providers Based on the School’s Needs

B.5.1 Transformation Model

Name of School:			
Selected Model Components	School needs	Strategies	Provider’s Qualifications that Address the Needs
Increase teacher and school leader effectiveness			
Institute comprehensive instructional reforms			
Increased time and community oriented schools			
Operational flexibility and sustained support			

Closure Model

No providers needed for closure model.

Additional considerations for selecting providers are their ability to:

- ✓ Provide job-embedded professional development at leadership, teacher and support staff levels to increase the capacity for improvement and sustainability tied to student achievement.
- ✓ Provide community engagement programs.
- ✓ Demonstrate relevance to grade level and content areas and needs assessment data.
- ✓ Exhibit willingness to be held accountable for professional performance standards.
- ✓ Provider’s ability to effectively manage resources including human, fiscal and material.

B.6 Align other resources with the interventions:

While funding sources and opportunities for alignment will vary by LEA based on the schools’ needs, it is critical that all relevant areas for alignment of resources are identified in the LEA application. SEA will assess the LEA’s commitment to align all resources with the SIG funds by determining the extent to which it demonstrates the ability and willingness to effectively integrate various activities funded at the federal, state and local levels with SIG-funded activities.

Funding sources the districts must cite to demonstrate their commitment to align other resources to the SIG interventions include, but are not limited to: Title I, Title II, Part D; Title III, Part A; Title I, 1003(a), Title IV, PRDE additional resources, state and municipal funds.

If other key resources are not currently aligned with proposed SIG interventions, explain how they will be brought into alignment. The district must demonstrate, through various pieces of evidence, such as strategic plans, district procedures and staffing structures, that other funding sources are aligned with SIG-funded activities.

Describe the alignment of all available human, material and fiscal resources (PRDE, state, municipal and federal) to implement the required components of the selected intervention model:

B.6.1. Alignment of Resources

Areas of Need	Resources (funding & other)	Type (check that apply)			Activities
		Human	Material	Fiscal	

B.7 Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively;

After the selection of the providers an implementation plan will be drafted by the schools in conjunction with the district and external providers. This plan will demonstrate everyone’s commitment to modify practices and procedures to enable implementation of the selected model. Throughout of the life of the implementation plan, copies of agendas and minutes will be provided to the LEAs. If modifications are necessary for implementation of the interventions, additional documentation would include revised practices/procedures and minutes from meetings where the revisions were approved.

The SEA must list the practices that will be modified to facilitate full and effective implementation of the intervention selected.

B.7.1 Review and Modification of Practices

Transformation Model

Model components	Changes Required	Action Steps
Increase teacher and school leader effectiveness		

Institute comprehensive instructional reforms

Increased learning and teacher collaboration time

Operational flexibility and sustained support

Other

Closure Model

No providers needed for closure model.
--

LEAs will review practices such as:

- ✓ providing differentiated support and resources for new teachers and teachers needing to improve their professional practice and effectiveness
- ✓ providing opportunities for staff to collaborate on a regular basis
- ✓ extending instructional time through longer school days and/or school years
- ✓ conducting annual staff evaluations (take into consideration school and student performance data)
- ✓ Other

In order to modify its practices and procedures, districts will discuss schools practices to be reviewed.

B.8 Sustain the reforms after the funding period ends.

Sustaining a reform effort requires the LEA and the schools build their internal capacity enabling them to work independently, without support from external providers, at the end of the three year funding cycle.

The LEA must address the following:

- Level and amount of technical assistance the LEA provides to the school in each year of the grant funding. It is expected that the LEA will provide

significant technical assistance the first year with decreasing amounts in the next two years.

B.8.1 Technical Assistance

Transformation Model .

For model intervention activities see Attachment A

School Name:

Model Component	Year 1	Year 2	Year 3
Increase teacher and school leader effectiveness			
Institute comprehensive instructional reforms			
Increased learning and teacher collaboration time			
Operational flexibility and sustained support			
Other			

Closure Model

For model intervention activities see Attachment A

School Name:

Model Component	Year 1
Close school	
Identify new school	

Orient school community

Reenroll students in identified school

The LEA will provide a narrative which addresses the following:

- Commitment to examine human, material and fiscal resources to determine how the established improvement efforts can be sustained.

Describe process for examining human, material and fiscal resources to determine how the improvement efforts can be sustained beyond the funding period.

B.8.2 Name human resources

Resource Available	Activities

B.8.3 Name material resources

Resource Available	Activities

B.8.4 Name fiscal resources

Resource Available	Activities

B.8.5 Professional Development

List existing professional development practices and how these practices will be monitored to sustain them beyond the funding period.

Type of Development Activity	Professional Person Responsible	Monitoring
Workshop		
Mentoring		
Coaching		

B.9 The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each TIER I and TIER II school identified in the LEA application.

LEA already addressed timeline in Section B (1).

B.10 The LEA must describe the annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics that is has established in order to monitor its TIER I and TIER II schools that receive school improvement funds.

LEA already addressed annual goals in section B (3).

B.11 For each TIER III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

At this time PRDE does not plans to award funds to TIER III schools. If funds remain and it is decided to award funds to TIER III schools PRDE will address the necessary elements in the LEA application and provide the necessary information and technical assistance to the districts.

B.12 The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its TIER III schools that receive school improvement funds.

At this time PRDE does not plans to award funds to TIER III schools . If funds remain and it is decided to award funds to TIER III schools, LEA’s will clearly state measurable goals (based on the PPAA) and the percentage of increase they project in each one of the basic subjects based on the PPAA.

B.13 As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its TIER I schools.

- ✓ Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
 - Include the stakeholders (e.g., parents, community organizations) early in process.
 - Provide the name of the school and the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

B.13.1 Stakeholder Communication

School Name: _____

Stakeholder Group	Mode of Communication	Topics Discussed

. C. BUDGET:
The LEA must provide a budget that indicates the amount of school improvement funds the

An LEA must include a three-year budget that indicates the amount of school improvement funds the LEA will use each year in each TIER I school, Tier II and Tier III School it commits to serve.

- **Implement the selected model in each TIER I school it commits to serve;**
- **Conduct LEA level activities designed to support implementation of the selected school intervention models in the LEAs’ Tier I schools; and**

- **Support school improvement activities, at the school or LEA level, for each Tier III school identified to receive services in the LEA's application.**

The following should be considered when determining the appropriateness of a request for funding:

- school population;
- LEA's/school's commitment to design and implement interventions consistent with the requirements of the selected model;
- LEA's/school's capacity to implement the selected model (adequacy of LEA staff, technical expertise, sufficient monetary resources, political climate, technological infrastructure, qualified staff, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary to implement and sustain the interventions);
- whether the LEA's/school's needs are addressed; and
- whether the LEAs/schools have clearly defined how the overall goals of the SIG program will be achieved/met.

Budget Preparation

- 1) Complete the budget pages provided.*
- 2) Indicate the amount of school improvement funds the LEA will use for the three-year grant period to implement the selected model in each school it commits to serve.*
- 3) The total amount of funding per year per school must total no less than \$50,000 and no greater than \$2,000,000.00 per year.*

C.1.1 Transformation Model

SUMMARY LEA BUDGET FORM FOR TRANSFORMATION MODEL

Summarize the total projected funds needed by the district to implement the selected intervention model for all TIER I schools to be served by the district

District:

Budget Category	Activities (Include Pre-Implementation activities, if any in Year 1)	Is Activity sustainable	If so, how will it be sustainable?	Year 1	Year 2	Year 3
A.	Develop teacher and school effectiveness					
B.	Comprehensive instructional reform programs					
C.	Increasing learning time and creating community oriented schools					
D.	Provide operating flexibility and sustained support					
	TOTAL					

C.1.2

School BUDGET FORM FOR TRANSFORMATION MODEL

When completing the preliminary budget for schools, LEAs must address each required component of the recommended intervention throughout the life of the grant. Also, include any pre-implementation activities (not required); differentiate funding targeted for each school based on needs; and specify size and scope to fully and effectively implement the selected intervention

District name:

School name:

<i>Budget category</i>	<i>Justification</i>	Activities (Include pre-implementation activities, if any)	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Total</i>
		<i>District Level School Level</i>				

C.1.3

RELATIONSHIP OF COST OBJECTIVES AND ACTIVITIES

A. Personnel – List each position by title and name of employee (if available). Demonstrate the annual income rate and the average time dedicated to the task (or project).

Title/ Position	Short description of position (E.g. duties, responsibilities, etc.)	Cost calculation (E.g. 2 Program Directors X annual rate)	Total Cost per Position
------------------------	---	---	--------------------------------

Personnel Total Cost

B. Fringe Benefits – The fringe benefits should be based on real cost or by an established formula. These benefits correspond to the personnel listed on the **part A** of this form and solely for the time dedicated to the task (or project).

Fringe benefits for the title/position

Description of the benefit for the position. (E.g. Social Security, Medicare, etc.)

Calculation

Total Cost per Fringe Benefit

Fringe Benefits Total Cost

C. Travel – Provide travel details and purposes. Include the destination and calculations. (E.g. six employees for a 3 day training X \$ airfare + \$ lodging + \$ allowance)

Travel Purpose

(E.g. Seminar, workshop, training, meeting, and others)

Destination

Detail

Calculation

Cost per Travel Purpose

Travel Total Cost

D. Equipment – List all proposed equipment to be acquired. It is required to justify the needs of the equipment for the success of the project. Equipment is defined as a tangible asset with a useful life of more than two years with an acquisition cost (per unit) of \$500 or more. It is important to analyze the benefit of equipment purchase vs. equipment rent on rapid technology changes and expensive items.

Item	Calculation	Total Cost per Item
Item short description	(E.g.. 2 printers X \$)	

Equipment Total Cost

E. Materials – List all articles by budget class (materials non-classified, instructional materials and office materials) Include a calculation for each item listed.

Item	Calculation	Total Cost per Item
Item short description	(E.g. 2 books X \$)	

Materials Total Cost

F. Professional Services (Consultants/Contractors) – Include all professional services needed

to fulfill the project.

Professional Services to contract

Estimated Cost

Short description of the professional services needed.

Calculate an estimated cost based on: rate per hour, rate per day or full service cost.

Professional Services Total Cost

C.1.3 Budget Summary – Transfer all totals from each section to the following table:

A. Personnel	
B. Fringe Benefits	
C. Travel	
D. Equipment	
E. Materials	
F. Professional Services	
ESTIMATED TOTAL COST OF THE PROJECT	

C.2.1

SUMMARY LEA BUDGET FORM FOR CLOSURE MODEL

*When completing the preliminary budget LEAs must address each required component of the recommended intervention throughout the life of the grant; include pre-implementation activities; differentiate funding targeted for each school based on needs; and specify size and scope to fully and effectively implement the **closure model***

District Name:

School:

	Responsible Entity		State Funds	School Improvement Grant	Year 1 Funds
	<i>District Level</i>	<i>School Level</i>			
A. Capacity					
Identify and examine the data and evidence pointing to the need to implement the closure model.	X		X		
Determine capacity of district to close school.	X		X		
Determine barriers that exist to close the school and how will these be overcome.	X			X	
Process by which the district will close the school.	X		X		
Other permissible activities as defined in the regulations (specify activities)					
Subtotal:					
B. Parent and community outreach					
Involve the parents and community members in the school closure decision.	X	X		X	
Notify the parents and community of the closure decision.					
• Parent mailings	X	X		X	
• Communications					
• Orientations					
• Other related activities					
Notify parents of the school closure and the student's new school destination.					
• Parent mailings	X	X		X	
• Communications					
• Orientations					
• Other related activities					
Other permissible activities as defined in the regulations (specify activities)					
Subtotal:					

C.2.2

School BUDGET FORM FOR CLOSURE MODEL

When completing the preliminary budget for schools, LEAs must address each required component of the recommended intervention throughout the life of the grant. Also, include any pre-implementation activities (not required); differentiate funding targeted for each school based on needs; and specify size and scope to fully and effectively implement the selected intervention

C.2.3

District name:

School name:

<i>Budget category</i>	<i>Justification</i>	Activities (Include pre-implementation activities, if any)		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Total</i>
		<i>District Level</i>	<i>School Level</i>				

RELATIONSHIP OF COST OBJECTIVES AND ACTIVITIES

A. Personnel – List each position by title and name of employee (if available). Demonstrate the annual income rate and the average time dedicated to the task (or project).

Title/ Position	Short description of position (E.g. duties, responsibilities, etc.)	Cost calculation (E.g. 2 Program Directors X annual rate)	Total Cost per Position
------------------------	---	---	--------------------------------

**Personnel Total
Cost**

B. Fringe Benefits – The fringe benefits should be based on real cost or by an established formula. These benefits correspond to the personnel listed on the **part A** of this form and solely for the time dedicated to the task (or project).

Fringe benefits for the title/position

Description of the benefit for the position. (E.g. Social Security, Medicare, etc.)	Calculation	Total Cost per Fringe Benefit
---	--------------------	--------------------------------------

Fringe Benefits Total Cost

C. Travel – Provide travel details and purposes. Include the destination and calculations. (E.g. six employees for a 3 day training X \$ airfare + \$ lodging + \$ allowance)

Travel Purpose

(E.g. Seminar, workshop, training, meeting, and others)	Destination	Detail	Calculation	Cost per Travel Purpose
---	--------------------	---------------	--------------------	--------------------------------

Travel Total Cost

D. Equipment – List all proposed equipment to be acquired. It is required to justify the needs of the equipment for the success of the project. Equipment is defined as a tangible asset with a useful life of more than two years with an acquisition cost (per unit) of \$500 or more. It is important to

analyze the benefit of equipment purchase vs. equipment rent on rapid technology changes and expensive items.

Item	Calculation	Total Cost per Item
Item short description	(E.g.. 2 printers X \$)	

Equipment Total Cost

E. Materials – List all articles by budget class (materials non-classified, instructional materials and office materials) Include a calculation for each item listed.

Item	Calculation	Total Cost per Item
Item short description	(E.g. 2 books X \$)	

Materials Total Cost

F. Professional Services (Consultants/Contractors) – Include all professional services needed to fulfill the project.

Professional Services to contract	Estimated Cost
Short description of the professional services needed.	Calculate an estimated cost based on: rate per hour, rate per day or full service cost.

Professional Services Total Cost

C.1.4 Budget Summary – Transfer all totals from each section to the following table:

A. Personnel	
B. Fringe Benefits	
C. Travel	
D. Equipment	
E. Materials	
F. Professional Services	
ESTIMATED TOTAL COST OF THE PROJECT	

C. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will-

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each TIER I and TIER II school that the LEA commits to serve consistent with the final requirement;
- ✓ Establish annual goals for student achievement on the State’s assessment in both reading/language arts and mathematics and measure progress on the indicators in Section III of the final requirements in order to monitor each TIER I and TIER II school that it serves with school improvement funds, establish goals (approved by the SEA) to hold accountable its TIER III schools that receive school improvement funds;
- ✓ If it implements a restart model in a TIER I or TIER II 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 SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which if those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for TIER I and TIER II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a TIER I or TIER II participating school that does not meet the 40 percent poverty eligibility threshold.

SEA is responsible for requesting all necessary waivers.

**PUERTO RICO DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT GRANT
INTERVENTION MODEL GUIDE
Attachment A**

As LEA's and schools work with possible School Improvement Grant (SIG) interventions, use this sheet to sort through the intervention options prior to making a selection. (Model Components from November 1, 2010 USED SIP Grant information.)

**Restart Intervention Model
(No Legislation in Puerto Rico at this time to support model)**

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

Model Component	Scope of Implementation
An LEA converts a school or closes and reopens a school.	A. Required Activities
	a. Convert/Close school.
	b. Reopen school under a charter school operator that has been selected through a rigorous review process.
	c. Reopen school under a charter management organization (CMO) that has been selected through a rigorous review process (pending legislation).
	d. Reopen school under an education management organization (EMO) that has been selected through a rigorous review process; to be utilized by LEA under parameters stated below).
	Note: A LEA will allow a restart operator to take over one grade at a time. If the EMO takes over some but not all grades, SIG (School Improvement) will only be used for the grade(s) under the restart model.
	NOTE: A RESTART Model must enroll, within the grades it serves, any former student who wishes to attend the school.

School Closure Intervention Model

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

Model Component	Scope of Implementation
An LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.	A. Required Activities (Link these ACTIONS to Budget Need items)
	a. Close school.
	b. Re-enroll students in a regular school in the district that is higher achieving AND within reasonable proximity to the closed school.
	d. Re-enroll students in a new school in the district that is within reasonable proximity to the closed school.
	NOTE: It is permissible to re-enroll students in regular, EMO, or new schools where there is no achievement data available.

Transformation Intervention Model

Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

Model Component	Scope of Implementation
1 Take steps to increase teacher and school leader effectiveness.	A. Required Activities (Link these ACTIONS to Budget Need items)
Staffing	a. Replace Principal
	b. 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.
	c. Identify and reward school leaders, teachers, and other staff who have contributed to increased student achievement and high school graduation rate.
	d. Identify and remove those school leaders, teachers, and other staff who, given ample opportunity to improve their professional practice, have not contributed to increased student achievement.

		e. Support the principal and staff in the new evaluation system for teachers and principals that takes into account data on student growth.
	Professional Development	f. Provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that has been collaboratively developed to facilitate effective teaching and learning within the guidelines for this intervention model, and that is aligned with the school’s comprehensive instructional program.
	Staff Incentives	g. Recruit, place, and retain effective staff through the use of financial incentives, increased promotion and career growth, and/or more flexible work conditions.
		B. Permissible Activities
		a. Provide additional compensation to attract and retain qualified staff required for transformation.
		b. Institute system to measure effect of professional development intended to improve instructional practices.
2	Institute comprehensive instructional reforms.	A. Required Activities (Link these ACTIONS to Budget Need items)
	Curriculum & Instruction	a. Use data to identify and implement instructional program that is research-based and vertically aligned from one grade to the next and aligned with State academic standards.
		b. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction to meet academic needs of individual students.
		B. Permissible Activities
		a. Conduct periodic reviews to ensure curriculum is being implemented with fidelity and having intended impact on student achievement, and is modified if ineffective.
	Model Component	Scope of Implementation
		c. Provide additional supports and professional development to teachers and principals to implement effective strategies to support students with disabilities in the least restrictive environment to ensure that limited English proficient students acquire language skills to master academic content;
		d. Use and integrate technology-based supports and interventions as part of the instructional program.

		IN SECONDARY SCHOOLS:
		e. Increase rigor by offering students advanced coursework;
		f. Improve student transition from middle to high school through transition programs and freshman academies.
		g. Increase graduation rates through possible credit-recovery programs, re-engagement strategies, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
		h. Establish early-warning systems to identify students who may be at risk of failing to achieve standards required for graduation.
3	Increase learning time and create community-oriented schools.	A. Required Activities (Link these ACTIONS to Budget Need items)
	Calendars/Time	a. Establish schedules and strategies that provide increased learning time.
	Parent & Community Involvement	b. Provide ongoing mechanisms for family and community engagement.
		B. Permissible Activities
		c. Partner with parents and parent organizations, faith- and community organizations, health clinics, other State of local agencies, and others to create safe school environments to meet students' social, emotional, and health needs.
		d. Extend or restructure the school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff.
		e. Implement approaches to improve school climate and discipline, such as using a system of positive behavioral supports, or taking steps to eliminate bullying and student harassment.
		f. Expand the school program to offer full-day kindergarten or pre-kindergarten.
4	Provide operational flexibility and sustained support.	A. Required Activities (Link these ACTIONS to Budget Need items)
		a. Give the school sufficient operational flexibility (with staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to sustained improvement in student achievement and increase high school graduation.

		b. Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or designated external lead partner (school turnaround organization or EMO.)
		B. Permissible Activities
		a. Allow school to be run under new governance arrangement, such as a turnaround division within the LEA of SEA.
		b. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Turnaround Intervention Model
(Puerto Rico will not be implementing this model this year)

Replace the principal and rehire no more than 50 percent of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Model Component	Scope of Implementation
Replace the principal and grant the principal sufficient operational flexibility.	A. Required Activities (Link these ACTIONS to Budget Need items)
Staffing	a. Replace Principal;
	b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	c. Screen all existing staff and rehire no more than 50 percent; and
	d. Select new staff.
Staff Incentives	e. Implement strategies such as Financial incentives, <ul style="list-style-type: none"> • Increased opportunities for promotion and career growth, and • More flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school;
Professional Development	f. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's

		comprehensive instructional program, AND
		g. That is 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.
	Governance	h. Adopt new governance structure(s), which may include: <ul style="list-style-type: none"> • School supervision and reporting to a district or SEA “Turnaround Office;”
		i. Hire a “Turnaround Leader” who reports directly to the Superintendent or Chief Academic Officer;
		j. Enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
	Curriculum & Instruction	k. 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;
		l. Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of students;
	Calendars/Time	m. Establish schedules and implement strategies that provide increased learning time for students;
	Student Support	n. Provide appropriate social-emotional and community-oriented services and supports for students.
		B. Permissible Activities
		a. Implement any of the required and permissible activities under the Transformation Model, or
		b. Institute a new school model (e.g., themed, dual language academy.)

Attachment B

Letter of Commitment

To: Department of Education
Director Office of School Improvement
Office of Academic Affairs

Date:

Re: Letter of Commitment to Support 1003(g) SIG Implementation

Dear Director:

Puerto Rico Department of Education (PRDE) has been awarded a School Improvement grant under Section 1003(g) of Title I of the Elementary Secondary Education Act (ESEA). This grant allows PRDE to offer competitive subgrants to our LEAs that demonstrate greatest need for the funds and show the strongest commitment to use the funds in order to raise substantially the achievement of students in their lowest performing schools.

This grant will help PRDE serve their students by implementing one of the four intervention models approved by USDE: transformation model; turnaround model; restart model and school closure model that will ensure that schools make adequately yearly progress (AYP) and exit improvement status. The overall goal of the grant is for students to substantially raise academic achievement.

The schools selected will be served directly. The services will involve central office, regions, districts, external providers, selected schools and their communities.

I support the effective implementation of the selected model. I also commit to fully perform the required activities of the school intervention model selected to help the students achieve academic progress.

Signing this letter commits me for success of this grant.

Sincerely,

Position:

PUERTO RICO DEPARTMENT OF EDUCATION
School Improvement
Needs Assessment
 School Year _____

The term "Needs Assessment" describes the systematic processes that schools and districts conduct in order to “identify gaps between the current status of the school and its vision of where it wants to be, relative to the standards or focus areas”. These needs must be determined in order to establish priorities for action and make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal). A needs assessment based on student achievement, school context and organization, curriculum and instruction, professional development, and family and community involvement is required.

School:	District:	Region:
Address:	Phone:	District Phone

School Year	Name	Cell phone	E mail	School phone
School Director				
Assessment Date	First draft		Final Draft	
District Team	List the names and titles and signatures of the District Review Team Members who reviewed the School Needs Assessment Name & Title Name & Title Name & Title Name & Title Date/s of District Review: - _____			

Table 1. School Planning Team

Planning Team - List the names of people on the planning team

Name	Position	Signature

Table 2. District/School Planning Summary

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply				
		Planning team	teacher	Special Ed	Support staff	Parents

Table 3. Technical Assistance

1. *Describe the technical assistance provided. Explain why it was considered high quality technical assistance.*
2. *Provide the dates of meetings/events, the type or topic of assistance, and who provided the assistance.*

Date	Persons Providing Assistance	Position	Type of Assistance

[Use "Table" on Toolbar and "Insert Row Below" to add rows.]

School and student and teacher demographics Current Year _____

Table 4. Teachers demographics

Indicator						Data			
Total # of Teachers in School									
Total number of non-academic personnel in school									
% of HQT Teachers									
Total # of Classes in Core Academic Areas									
% of Core Academic Classes Taught by Teachers Who are Highly Qualified									
Student/Teacher Classroom Ratio: K-6									
Student/Teacher Classroom Ratio: 7-8									
Student/Teacher Classroom Ratio: 10-12									
Number of teacher vacancies (by Core Academic Subjects): (indicate duration of vacancy)									
Not appointed		Sickness Leave		Study Leave		Retired		other specify	
Percentage of Staff Evaluated						Needs improvement	not satisfactory	satisfactory	
Number of New Teachers in School since the beginning of the academic year						Number		%	
Total years of teaching experience?						0-5	6-10	11-15	16+

Years of teaching in the school?	0-5	6-10	11-15	16+

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Total number of teachers with advanced degrees	Masters		Doctorate	
		%		%

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Table 5. Instructional Time

	Spanish	English	Math	Science
Days per week				
Minutes per day/per week/per month				

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Table 6. Student Enrollment

Description	Number	Percentage
Low-income		
Special Education		
Free Lunch		
Spanish Language Learners		
Females		
Males		
Homeless		

Table 7. High School Graduation Rate

Student Sub-Groups

	% enroll	% Drop Out	% GED	% Still in School
All Students	-	-	-	-
Male	-	-	-	-
Female	-	-	-	-

Spanish Language learners	-	-	-	-
Special Education	-	-	-	-
Low Income	-	-	-	-
Behavior	-	-	-	-
Homeless				

Table 8. Enrollment by Grade															
Official Enrollment (end of first month--															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
August															
February															

Table 9. Student Demographic

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Based on the data reported in the tables above provide a brief description of your school and the community in which your school is located. Include the demographics of your school. Use these questions to guide the narrative below.

- a. What do the enrollment numbers by grade level indicate?
- b.
- c. Who are the at risk students in the school? Describe discipline, low attendance, mobile, low income, etc. What area of the community do the students in your school come from?
- d. What does the staff look like? Experience, qualifications, vacancies.
- e. How are parents involved?
- f. The percentage of students with an age/grade discrepancy of more than one year?

Narrative

Table 10 A needs assessment for school planning purposes must consider student achievement.

BENCHMARK DATA

Percent Students at Each Achievement Level

Percent of Students at Each Achievement Level in Spanish

	Percent of Students Tested	Pre- Basic	Basic	Proficient
Grade ____				

Percent of Students at Each Achievement Level in English

	Percent of Students Tested	Pre- Basic	Basic	Proficient
Grade ____				

Percent of Students at Each Achievement Level in Math

	Percent of Students Tested	Pre- Basic	Basic	Proficient
Grade ____				

Percent of Students at Each Achievement Level in Science

	Percent of Students Tested	Pre- Basic	Basic	Proficient
Grade ____				

Grade ____				
Percent of Grade ____ Students at Each Achievement Level in PPEA				
	Percent of Students Tested	Pre- Basic	Basic	Proficient
Grade ____				

Table 11 Student Achievement Data Guiding Questions

QUESTIONS:

- What do you want to find out from this data? What are you curious about?
 - What patterns do you see? By grade level? By subject?
 - What kind of progress was/wasn't made?
 - Which students/groups are making progress and in which subject matter?
- What are the strengths?
- What are the weaknesses?
- Distribution of students' grades and how does this information compare to the PPAA results? Results of the PPEA?

Data Statements: Patterns, Observations (Description, not interpretive)	Evidence (What data supports this?)	Comments (Questions, data needs...)

Perception Data

How parents, students, teachers, and staff feel about their school underlies individual attitudes, behaviors, and group norms. The importance of individual perceptions requires a survey. Findings from surveys provide a glimpse into how the school community feels about certain dimensions of the school.

**APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Puerto Rico Department of Education	Applicant's Mailing Address: PO Box 190759 San Juan, Puerto Rico 00919-0759
State Contact for the School Improvement Grant Name: Ana Maria Rodriguez, Esq. Position and Office: Director Office School Improvement Contact's Mailing Address: Puerto Rico Department of Education Office of School Improvement Office of Academic Affairs PO Box 190759 San Juan, Puerto Rico 00919-0759 Telephone: 787 773-3057 Fax: Email address: rodrigueznam@de.pr.gov	
Chief State School Officer (Printed Name): Edward Moreno Alonso, Ed. D	Telephone: 787 773-2004
Signature of the Chief State School Officer: X 	Date: 11 / Aug / 12
The State, 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 receives through this application.	