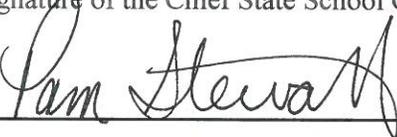


Florida State Application for FY13 SIG 1003(g) Funds

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Florida Department of Education</p>	<p>Applicant's Mailing Address: 325 W. Gaines Street Tallahassee, Florida 32399</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Shannon Houston</p> <p>Position and Office: Senior Educational Programs Director, Bureau of School Improvement (BSI), Division of Public Schools</p> <p>Contact's Mailing Address: 325 W. Gaines Street, Ste. 314 Tallahassee, Florida 32399</p> <p>Telephone: 850-245-0007</p> <p>Fax: 850-245-0803</p> <p>Email address: shannon.houston@fldoe.org</p>	
<p>Chief State School Officer (Printed Name): Pam Stewart</p>	<p>Telephone: 850-245-0505</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 12/20/13</p>
<p>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.</p>	

School Improvement Grants

Application for FY 2013 New Awards Competition

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

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Florida



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

OMB Number: 1810-0682
Expiration Date: September 30, 2016

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

Florida State Application for FY13 SIG 1003(g) Funds

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). 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.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

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 SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 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 SIG 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 2013 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 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@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, Group Leader
Office of School Turnaround
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 November 15, 2013. *Florida requested an extension and submitted a draft to USED on December 20, 2013. A final draft with minor revisions was submitted on January 30, 2014.*

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.

Florida State Application for FY13 SIG 1003(g) Funds

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Florida Department of Education	Applicant's Mailing Address: 325 W. Gaines Street Tallahassee, Florida 32399
State Contact for the School Improvement Grant Name: Shannon Houston Position and Office: Senior Educational Programs Director, Bureau of School Improvement (BSI), Division of Public Schools Contact's Mailing Address: 325 W. Gaines Street, Ste. 314 Tallahassee, Florida 32399 Telephone: 850-245-0007 Fax: 850-245-0803 Email address: shannon.houston@fldoe.org	
Chief State School Officer (Printed Name): Pam Stewart	Telephone: 850-245-0505
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.	

Introduction and Rationale for Program Design

Over the past 12 months, the Bureau of School Improvement (BSI) and Differentiated Accountability (DA) teams have deliberately engaged with “thought partners” across our school districts, other bureaus within the department, and external organizations to review our practices, determine our impact, and reflect on why schools in which we have provided intense interventions sometimes do not improve, or more often, fail to maintain improvements once the intervention cycle ends. Several of the lessons learned have informed the design goals for this SIG project.

Design Goal 1: Allow districts and schools to focus on those SIG turnaround strategies believed to be most important in improving student outcomes

In fall of 2012 at a convening of the State Development Network (an organization of state education agency [SEA] leaders working to clarify the emerging role of SEAs in school turnaround work) in Washington, D.C., the school turnaround lead for a Midwestern state shared his belief that the art of school improvement lay in doing fewer things well, not in doing all things better. He had studied both the turnaround successes and failures in his state, and an attribute shared by successful implementations was focus.

The conversations at that convening served as a starting point for what would become a many-months-long process of inquiry and reflection regarding Florida’s activities and underlying philosophies regarding the work of school improvement. One of the many observations made through the course of that reflection was that nearly every school in the DA system struggles in two instructional areas: standards-based instruction and effective differentiation of instruction based on student data. Was there evidence to suggest that such a narrow focus could have a broad impact on student achievement? As it turns out, yes.

The Florida legislature required for the first time in 2012-13 that Florida’s 100 lowest performing elementary schools (based on reading proficiency and reading learning gains) implement an extra hour of research-based reading instruction for every student every day. The program was expensive (costing roughly \$300,000 to \$500,000 per school) and inconvenient to implementing districts, but it appeared to have been very effective across multiple subjects, as indicated by comparing average year-over-year growth in school grading formula components in the “Low 100” schools to that in all other traditional Title I elementary schools.

Eager to identify lessons learned for purposes of informing Florida’s school improvement work, BSI staff arranged to meet with those district and school leaders responsible for the most successful Low 100 implementation in Florida (Palm Beach).

While Palm Beach staff did many thoughtful things well (e.g., marketing the additional hour to parents, teachers and principals as an incredible opportunity for professional and student growth; showing appreciation of teachers by reimbursing daycare costs incurred by the extended day teachers; creating a coalition of willing educators by allowing any teacher in a Low 100 school to “opt out”; modeling servant based leadership at the district level by regularly and systematically identifying barriers to success with building leaders and minimizing or eliminating them), their core focus was investing in teachers’ capacity to deliver high quality differentiated instruction. District

Florida State Application for FY13 SIG 1003(g) Funds

staff designed, delivered and funded six full days of high-quality professional development throughout the first semester to every teacher in each of the *sixteen* Low 100 schools. Teachers and principals were trained in the use of diagnostic data, intervention design, needs of readers at varied levels, whole group instruction and small group instruction.

School principals indicated this intense focus on the use of formative and diagnostic data for purposes of meeting students' needs in whole group and small group instruction changed how their schools approached all instruction, not just reading. Without being explicitly directed to do so, many teachers began applying the same concepts to other subject areas. The results were remarkable; *fifteen* of Palm Beach's *sixteen* Low 100 elementary schools successfully exited the list in one year, and many of them showed remarkable progress in all four primary content areas.

Palm Beach's approach and outcomes seemed to reinforce the criticality of servant-based leadership at the district level, development of teacher and leader potential through high-quality professional development, and alignment of district and school activities around relatively few, strategically selected instructional initiatives. These findings, which were consistent with conclusions drawn by Florida's DA Regional Executive Directors (REDs) based on their experience in supporting hundreds of underperforming schools, are reflected in Florida's SIG Cohort 3 Request for Proposals (RFP) by stratifying SIG intervention strategies into areas of assurance and areas of focus.

1) Areas of Assurance are those items that require response and/or evidence in order to maintain compliance with the terms of the grant but are not viewed as central to Florida's SIG project. Rather than ask districts to produce action plans around each and every one of these areas, the proposal requires them to ensure they will be completed, include detailed budgets where funding is needed, and provide specific documentation of implementation, where appropriate.

2) Areas of Focus are the components Florida has identified as being vital to a successful SIG implementation and are to be addressed within the DIAP using the 8-step planning and problem-solving process. They include:

- Implementing a school wide multi-tiered system of supports (MTSS)
- Implementing a Florida Standards-based instructional program
- Promoting continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
- Increasing learning time by 300 hours, to include: 180 hours annually for 60 minutes of daily core reading instruction (replicating the requirement proven to be effective in Florida's implementation of extended learning time in its 100 lowest performing elementary schools); 90 hours annually for teachers to collaborate, plan and engage in professional development within and across grades and subjects on a weekly basis; and 30 hours annually dedicated to monthly enrichment activities, such as service learning, experiential learning and physical education, designed to build relational trust between students, teachers, parents and administrators
- Providing staff ongoing, high quality, job-embedded professional development and intensive technical assistance, that is designed to support the strategies for and reduce the

Florida State Application for FY13 SIG 1003(g) Funds

barriers to DIAP goals addressing the first four areas of focus. This fifth area is not a stand-alone goal but a natural by-product of the first four areas, literally prepopulated from the action steps marked as professional development or technical assistance in the DIAP.

Design Goal 2: Align the SIG application and monitoring processes to existing district plans and processes

When queried, stakeholders at the school, district and state levels made clear that the lack of alignment between distinct federal, state and local planning requirements often results in frustration, duplication of effort, scattered implementation and mixed results.

Florida addressed this concern by integrating the required elements of the SIG Cohort 3 RFP into the existing state-required plans for districts with underperforming schools. Districts will complete their proposals using the FDOE's SIP Online web application, the tool schools and districts already use to develop School Improvement Plans (SIPs) and District Improvement and Assistance Plans (DIAPs), as required under Rule 6A-1-099811, F.A.C.

The proposals will be prepopulated wherever possible with information from the DIAP or other plans or documents collected by the department (e.g., Parental Involvement Plan, Approved Instructional Performance Evaluation System, etc.). Additionally, completion of the RFP for schools planning for turnaround under Florida statute will satisfy the requirements of Forms TOP-1 and TOP-2, eliminating any duplication of effort.

Design Goal 3: Ensure professional development, technical assistance and budget items are aligned to specific identified needs and connected to specific measures of effectiveness

Professional development, technical assistance and budget line items will be entered in the context of the 8-step planning and problem-solving process for the Areas of Focus. Accordingly, each item will be explicitly aligned to an articulated strategic goal, barrier and strategy, and to data elements to be used to determine strategy effectiveness and progress toward the goal.

Florida State Application for FY13 SIG 1003(g) Funds

List of Appendices

- Appendix A: Florida's Eligibility List for FY13 competition
- Appendix B: Request for Proposals for FY13 School Improvement Grants (SIG) 1003(g)
- Appendix C: Proposed District Improvement and Assistance Plan (DIAP) for 2014-15
- Appendix D: SIG Proposal Scoring Rubric
- Appendix E: Scoring Rubric Points Summary
- Appendix F: Guide to 8-Step Planning and Problem Solving for SIG Proposals
- Appendix G: Waiver Request
- Appendix H: Waiver 3 Notice and Comments

Part I: SEA Requirements

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

The Florida Department of Education (FDOE) is requesting a waiver of the school eligibility requirements in Section I.A.1 of the SIG final requirements in order to use the Elementary and Secondary Education Act (ESEA) Flexibility Priority and Focus list in place of Tier I, II and III lists. Schools that have since closed or are receiving SIG 1003(g) funds in 2013-14 have been removed from the list.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each SIG-eligible school in the State.

See Appendix A for Florida's list of eligible schools. The list includes: LEA name, LEA Florida ID number, LEA National Center for Education Statistics identification (NCES ID) number, school name, Florida school ID number, school NCES ID number, whether it is Priority or Focus in the ESEA Flexibility Waiver and graduation rate.

Part 3 (Terminated Awards): 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 the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

Florida does not have any schools for which funding under previously awarded SIGs will not be renewed for the 2014-15 school year.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each SIG Targeted school identified in the LEA's application and has selected an intervention for each school.

Pursuant to Section 1008.33, F.S., Florida offers five “turnaround options” to schools required to implement turnaround. To align with the final requirements, Florida has cross-walked the models as follows:

Florida Models	SIG Models
1. District-Managed Turnaround	1a. Transformation
	1b. Turnaround
2. Closure	2. Closure
3. Restart with EMO	3. Restart
4. Restart as Charter	
5. Hybrid	Not offered under SIG

LEAs selecting district-managed turnaround will be asked to further delineate between Transformation and Turnaround and follow the final requirements accordingly. LEAs selecting Education Management Organization (EMO) or Charter will be considered Restart for SIG purposes and will follow the final requirements for Restart, in addition to any requirements under Florida statute for the selected type of restart (i.e., EMO or Charter). The purpose for the distinction is that charter schools are exempt from the Florida statute governing Differentiated Accountability (DA) [s. 1008.33, Florida Statutes (F.S.)] and have a separate accountability system in its place under [Section 1002.33, F.S.](#), whereas Florida will require EMOs to follow many of the components of district-managed turnaround. LEAs will not be allowed to select the Hybrid model for purposes of the SIG. The Request for Proposals (RFP) clarifies which interventions will be required for each model according to the final requirements, as well as Florida requirements. See Appendix B.

LEAs will be required to review school-level performance and leading indicators and respond to questions in the RFP to confirm the interventions match the need. The FDOE has developed a rubric to evaluate the LEA’s needs analysis and intervention selection for each school. See Appendix D.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each SIG Targeted school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

LEAs will demonstrate commitment and capacity to implement SIG interventions by sending a team responsible for implementation to a regional 8-step planning and problem-solving workshop hosted by the Differentiated Accountability team, completing the full application process and earning a rubric score above 70 percent. Bonus points may be earned for an LEA that has previously implemented a SIG model successfully.

- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each SIG Targeted school identified in the LEA’s application 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 FDOE has developed criteria to evaluate the LEA's proposed budget to support the model selected and outlined for each school (see Appendix B). The FDOE program and grants management staff will review each submitted budget and certify the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary under the final requirements and as required by Section 216.3475, F.S. The FDOE will maintain documentation on file evidencing the methodology and conclusions reached.

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- a) Design and implement interventions consistent with the final requirements;
- b) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- c) Align other resources with the interventions;
- d) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- e) Sustain the reforms after the funding period ends.

The FDOE will assess the LEA's commitment to do each of the following activities based on a combination of required assurances and evidences, narrative responses, use of the 8-step planning and problem-solving process, and resulting SIG goals and action plans for addressing the Areas of Focus, as captured in the District Improvement and Assistance Plan (DIAP), which will be reviewed and scored according to the scoring rubric (see Appendix D):

- a) *Designing and implementing interventions consistent with the final requirements will be assessed through a set of Assurances in the proposal and DIAP Action Plans for the Areas of Focus.*

For the purposes of this application, Florida is defining "Assurances" as the compliance items that need response and/or evidence for the grant but do not require a problem-solving process to be documented by the LEA. For Assurances, some evidence will be met through questions answered in the DIAP; some will be automatically populated or linked to other plans (e.g. parental involvement, educator evaluations, etc.). Uploads will be limited to only those items the Department cannot readily access.

For Transformation, Turnaround and Restart as EMO models, Florida will bring focus to five specific SIG components by requiring them to be addressed in the DIAP using the 8-step planning and problem-solving process. The "Areas of Focus" are:

1. Implementing a school wide multi-tiered system of supports (MTSS)
2. Implementing a Florida Standards-based instructional program
3. Promoting continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students

4. Increasing learning time by 300 hours, to include: 180 hours annually for 60 minutes of daily core reading instruction; 90 hours annually for teachers to meet weekly to collaborate, plan and engage in professional development within and across grades and subjects; and 30 hours annually dedicated to monthly enrichment activities, such as service learning, experiential learning and physical education, designed to build relational trust between students, teachers, parents and administrators
5. Providing staff ongoing, high quality, job-embedded professional development and intensive technical assistance, which is authentically aligned to the comprehensive instructional program and designed to overcome barriers to goals (this fifth item will be embedded throughout the DIAP goals)

Annual targets for data indicating successful implementation of the Areas of Focus will be established in the 8-step process; these targets will be used in the annual review process.

Additional strategies will be permitted if the LEA demonstrates alignment to DIAP goals using the 8-step process, the capacity to fully implement them in addition to the Assurances and Areas of Focus, and that expenses are allowable. They may be on the USED “permitted list” in the final requirements or proposed as customized strategies.

All DIAP goals which address SIG Areas of Focus, including the professional development and technical assistance outline, will be “pushed” to the SIPs of SIG-awarded schools upon award. During the pre-implementation period, awarded schools will be required to complete the school-level action steps and school-level budget needed to implement the plan. They will not be able to change the SIG goals, targets or strategies without working with the LEA to seek an amendment. This will encourage alignment of goals, strategies and budgets between LEA and school.

- b) *Recruit, screen and select external providers, if applicable, to ensure their quality will be assessed by Assurance 17 in the RFP, which requires LEAs to ensure they will follow district policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings. By April 4, 2014, districts will upload description of recruitment screening and selection process used in the district. By October 1, 2014, districts will upload qualifications and experience of all contracted external providers assigned to work with each school.*
- c) *Aligning other resources with the interventions will be assessed by a narrative response in the DIAP to the following prompt:*

Describe the process through which district leadership identifies and aligns all district resources (e.g., personnel, funds, instructional programs) in order to meet the needs of

all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs (e.g. School Improvement Grant 1003(g), Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); or other sources, as applicable to your district) to align to interventions in priority and focus schools. Include the person/people responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

- d) *Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively will be assessed by Assurance 19, which requires the LEA to ensure it will identify and seek to enhance current policies and practices that may create barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends. By April 4, 2014, the DIAP must include a list of policies or practices that need to be modified, the proposed modifications, the rationale for the modifications, the steps required to make the modifications, and the person(s) responsible for implementation and follow-up.*
- e) *Sustaining the reforms after the funding period ends will be assessed by Assurance 19 described above and by Assurance 20, which requires the LEA to ensure it will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. By April 4, 2014, the DIAP must include a response to the following prompt:*

If the district's Priority and Focus schools improve as a result of the interventions described in this plan, describe how the district will sustain the improvements after the school's SIG funding ends. Include any plans to reorganize personnel, redistribute resources and/or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

The FDOE program and grants management staff will review each submitted budget and certify the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary under the final requirements and as required by Section 216.3475, F.S. The FDOE will maintain documentation on file evidencing the methodology and conclusions reached. For a sample of Form DOE 101S, see Appendix B.

(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?

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

The FDOE program staff has developed criteria to evaluate the LEA's proposed pre-implementation activities to support the model selected and outlined for each school (see Appendix D). Considerations include whether the proposed activities are research-based and directly related to full and effective implementation of the SIG model, and will address the needs identified by the district's needs assessment (see Appendix B).

The Assurances and Areas of Focus sections of the RFP provide tasks that must be completed in order to meet the deliverables deadline of October 1, 2014. Regional Executive Directors (REDs) may advise districts on their timelines for implementing the SIG model, which may inform their proposed budget allocations for the pre-implementation period.

The Areas of Focus section of the RFP requires districts to commit their schools to engage in the 8-step planning and problem-solving process during the pre-implementation period in order to develop the school's role in and action steps for implementing the SIG goals, as established in the DIAP. See Appendix B.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

- **December 2013 – Development of RFP in online system**
 - *Dec. 20 – State application submitted to the USED*
- **January 2014 – RFP testing in online system**
- **February – 8-step planning and problem-solving (8SPPS) workshops for eligible LEAs**
 - *Feb. 20-21 – Workshop 1*
 - *Feb. 24-25 – Workshop 2*
 - *Feb. 28 – Intent to Apply due*
- **March 7– Phase 1 of RFP due (Turnaround Lead, Stakeholder Engagement, Needs Analysis and Intervention Selection)**
- **April –**
 - *Apr. 4 – Phase 2 of RFP due (Areas of Assurance, Areas of Focus, Budget and Implementation Timeline)*
 - *Review teams review and score proposals*
- **May – FDOE determines grantees and funding amounts**
 - *On or before May 31 – Awards announced; Once awards are announced by the FDOE, awarded LEAs/schools may begin approved pre-implementation activities*
- **June – List of grantees published on Bureau of School Improvement (BSI) website**

D. DESCRIPTIVE INFORMATION:

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for SIG-Targeted schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more for SIG-Targeted schools in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

FDOE will be making three-year awards using FY13 funds. However, funds will be released annually based on renewal rubrics, which are scored in three parts:

1) Documentation: Quarterly, the BSI conducts a review of assurances and documentation to check for compliance and provides technical assistance and support as needed to help districts submit the appropriate deliverables. During the annual renewal process, any outstanding documentation will be noted and could affect the outcome.

2) Implementation: Each school completes a mid-year reflection to self-assess the implementation fidelity and effectiveness of each strategy, as well as progress toward each goal established in the school improvement plan (SIP). Each district completes a review of the SIG school’s mid-year reflection, as well as a mid-year reflection for LEA-level strategies and

goals in the DIAP. REDs use the self-assessments combined with observations in the field to assign a rating (i.e., green [2 points], yellow [1 point], or red [0 points]) to each school and district on implementation for the following questions:

- Are they implementing the strategy with fidelity?
- Is the strategy reducing the barrier to the goal, as evidenced by leading indicators or other measurements?

3) Performance: Points will be assigned based on movement toward school targets as established by the LEA during the application process for each year of implementation. In the 8-step planning and problem-solving process, school targets are the numeric data indicators the LEA selects by which they will measure progress toward the stated goal. The stated goal and the targets it supports form the LEA's "theory of action."

For example, if an LEA sets a goal to establish a schoolwide multi-tiered system of supports and sets annual targets for reducing truancy by X amount, discipline incidents by Y amount and improving reading and math proficiency by Z amount, the LEA is essentially stating the following theory of action: "If we implement a schoolwide multi-tiered system of supports, we will see a reduction of X amount in truancy and Y amount in discipline incidents, resulting in improved reading and math performance by Z amount." In Step 1 of the 8SPPS, LEAs are provided a selection of data indicators from which to choose the targets to support each goal, and offered guidance for setting targets that are ambitious yet achievable given the current trajectory of the school's data. LEAs will be held to the targets they set for each school in the annual review of performance, as follows:

- 2 points = target met or exceeded
- 1 point = some movement but target not met
- 0 points = decline or no movement in targets

While some leading indicators are collected throughout the year and can be used to inform the mid-year reflection described in part two (Implementation), annual targets are typically measured by summative data, which in many cases are not fully verified and publishable until well after the annual review needs to occur (especially for high schools). Therefore, in the first annual renewal, only Documentation and Implementation scores will be used to determine awards. The LEA and school must each earn 80 percent of the possible points on Documentation and Implementation, which will be weighted 40-60, respectively, in order for funds to be renewed for a second year.

In the second annual renewal, Documentation and Implementation from Year 2 *and* Performance scores from Year 1 of implementation will be used to determine continuation. The weighting will be 30 percent documentation, 40 percent implementation and 30 percent performance, and the LEA and school must earn 80 percent of the possible points for the respective school to receive funding for the third year.

If the threshold is not met during a renewal process, the RED will recommend renewal only if the LEA commits to receive additional technical assistance and support in refining the SIPs and DIAP to address the areas of deficiency and/or in the implementation itself. The LEA also may be required to do one or more of the following:

- **Complete a thorough review of implementation practices to determine whether poor results are due to not implementing strategies as intended, and if so, commit to providing technical support to schools to ensure implementation fidelity**
- **Refine the strategies or select a new model, in cases where it is determined poor results are due to a misalignment of strategies to address the school's needs**
- **Make revisions to the grant budget and/or timeline**
- **Increase operational flexibility for the school administrators and instructional leaders**

If the school does not demonstrate improvement after two full years of implementation, the LEA will be required to complete a needs assessment using a format similar to the one set forth in Appendix B to determine whether one or more of the following actions is required, pursuant to s. 1008.33, F.S.:

- **Select and implement a different model**
- **Replace staff who have been ineffective in implementing the original model**

If a school has not demonstrated improvement and the RED cannot recommend renewal of SIG 1003(g) funds during an annual renewal process, FDOE will rescind funding for that school.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

The FDOE is requesting the Priority/Focus schools list waiver and will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in all schools the LEA is approved to serve.

The annual renewal process described above is an example of the ongoing support and monitoring provided through the DA system, which is described in greater detail in the SEA Reservation section. As part of support normally provided to Priority and/or turnaround schools, the DA team will conduct tri-annual instructional reviews and supplemental site visits, facilitate discussion with the LEA and school leadership teams around any identified concerns related to the implementation of strategies and adjust action plans as necessary. Any substantive changes to targets and/or budgets will be submitted through an amendment process.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

As described in the RFP, for a school to be considered for SIG funding, the LEA proposal must:

- **Address all components¹ of the proposal (incomplete required sections will disqualify the LEA)**
- **Score higher than zero on every component**
- **Earn 70 percent of the possible rubric points when the LEA-level and respective school-level points are added together (not including bonus points)**

Schools meeting the above criteria will be ranked and prioritized for funding according to their proposal scores. Bonus points will be added to proposal scores for the following criteria (for point values, see Appendices B or D):

- **High proportion of SIG-eligible out of total number of graded schools in the LEA**
- **High poverty rate**
- **Low proportion of actual school grades points earned out of total possible in 2012-13**
- **Low graduation rates in 2013**
- **Planning or implementing a model in 2013-14 per Florida statute**
- **Successful previous implementation of SIG**

In making final selections for awards, the FDOE will reserve the right to ensure a district or region is not overrepresented in Cohort 3. Award amounts will fall within the USED range of \$50,000 to \$2 million per school per year of implementation, and will be based upon the budget determined to be allowable, reasonable and necessary in order to fully and effectively implement the selected model.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

The FDOE is requesting the Priority/Focus schools list waiver and will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

The FDOE does not intend to take over any schools.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA

¹ For a listing of LEA-level components and school-level components, see Appendix E.

provide the services directly.

The FDOE does not intend to provide services directly to any schools.

E. ASSURANCES: The SEA must provide the assurances set forth below.

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.**
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each SIG-Targeted school that the SEA approves the LEA to serve.**
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.**
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.**
- If a SIG Targeted school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.**
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each SIG-Targeted school.**
- Report the specific school-level data required in section III of the final SIG requirements.**

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

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

The SEA reservation of 5 percent will be used to support Florida's system of differentiated accountability (DA) for SIG-awarded schools. DA is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. The system is

divided into regions, with each school district assigned to a region based primarily upon its geographic location within the state. Each region is served by a field team staffed by school improvement specialists with backgrounds in a balance of content areas and led by a RED.

To build capacity for creating and sustaining systems-level improvements, DA field teams:

- Regularly model the facilitation of the 8-step planning and problem-solving process for district and school teams as they design, implement and refine goals and action plans until it becomes part of the way of work
- Provide direct instructional support where needed using a gradual release of responsibility model
- Offer technical assistance, professional development and monitoring support to LEAs and schools implementing SIG strategies
- Connect LEAs and schools to other educators across the state who can act as thought-partners, peer mentors and support networks to share best and promising practices, effective methods of implementation and lessons learned

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.

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.

Florida requests a waiver of the state-level requirements it has indicated below. The FDOE believes the requested waiver 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 its Priority schools.

Waiver 3: Priority and Focus schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority or focus schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority and focus schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

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

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.

Florida's RFP contains the information set forth below (see Appendix B).

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

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

An LEA must identify each school the LEA commits to serve and identify the model that the LEA will use in each SIG-Targeted school.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - a) Determine its capacity to provide adequate resources and related support to each school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - b) Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - c) Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - d) Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - e) Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.
- (5) The LEA must describe how it will monitor each school that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's SIG-Targeted schools; and

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of schools it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds
- (3) If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

SIG "Areas of Assurance" and "Areas of Focus"		SIG Models				
Areas of Assurance 1-6 are standard assurances FDOE requires of districts regardless of the model(s) selected.		Transformation	Turnaround	Restart with EMO	Restart Charter	Closure
Area of Assurance (7)	Use rigorous, transparent and equitable evaluation systems for teachers and principals that - (1) take into account data of student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) are designed and developed with teacher and principal involvement.	USED requirement	FDOE requirement	FDOE requirement		
Area of Assurance (8)	Provide ongoing mechanisms for family and community engagement.	USED requirement	FDOE requirement	FDOE requirement	FDOE requirement	FDOE requirement
Area of Assurance (9)	Replace the principal who led the school prior to commencement of the model. Retention may be considered for principals assigned to the school for less than two years before implementation.	USED requirement	USED requirement	FDOE requirement		
Area of Assurance (10)	Require each SIG-targeted school principal to report directly to the turnaround lead named in the SIG application.	FDOE requirement	USED requirement	FDOE requirement		
Area of Assurance (11)	Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; screen all existing staff and rehire no more than 50 percent; and select new staff by the start of Year 2 of implementation. Include the school principal who will be implementing the SIG model in the screening and selection process. The district may choose to retain staff hired at the school no earlier than the 2012-13 school year.		USED requirement			
Area of Assurance (12)	Identify and reward school leaders, teachers and staff who, in implementing the intervention, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	USED requirement		FDOE requirement		
Area of Assurance (13)	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the school.	USED requirement	USED requirement			

SIG "Areas of Assurance" and "Areas of Focus"		SIG Models				
Areas of Assurance 1-6 are standard assurances FDOE requires of districts regardless of the model(s) selected.		Transformation	Turnaround	Restart with EMO	Restart Charter	Closure
Area of Assurance (14)	Close the school and reassign students to higher-performing schools in the district that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.					USED requirement
Area of Assurance (15)	Close the school and reopen as a charter or multiple charters in accordance with Section 1002.33, Florida Statutes.				USED requirement (modified by FDOE to align with Rule 6A-1.099811)	
Area of Assurance (16)	Enroll, within the grades the restarted school serves, any former student who wishes to attend the school.			USED requirement	USED requirement	
Area of Assurance (17)	Where applicable, follow district policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings.	USED requirement	USED requirement	USED requirement	USED requirement	USED requirement
Area of Assurance (18)	Provide operational flexibility in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	USED requirement	USED requirement	FDOE requirement		
Area of Assurance (19)	Identify and seek to enhance current policies and practices that may create barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends.	USED requirement	USED requirement	USED requirement	USED requirement	USED requirement
Area of Assurance (20)	Monitor and evaluate the actions schools have taken, as outlined in the approved SIG proposal, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.	USED requirement	USED requirement	USED requirement	USED requirement	

SIG "Areas of Assurance" and "Areas of Focus"		SIG Models				
Areas of Assurance 1-6 are standard assurances FDOE requires of districts regardless of the model(s) selected.		Transformation	Turnaround	Restart with EMO	Restart Charter	Closure
8-Step Planning and Problem Solving	Use the 8-step planning and problem-solving process in the District Improvement and Assistance Plan (DIAP) to address the needs of SIG-targeted schools. The district must use this process to address those Areas of Focus applicable to selected models.	FDOE requirement	FDOE requirement	FDOE requirement	FDOE requirement	FDOE requirement
Area of Focus (1)	Design and implement a school wide multi-tiered system of supports (MTSS). For the Turnaround model, the MTSS must provide appropriate social-emotional and community-oriented services and supports to students.	FDOE requirement	USED requirement (modified by FDOE to align with Rule 6A-1.099811)	FDOE requirement	FDOE requirement	
Area of Focus (2)	Identify and implement a Florida Standards-based instructional program.	USED requirement	USED requirement	FDOE requirement	FDOE requirement	
Area of Focus (3)	Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.	USED requirement	USED requirement	FDOE requirement	FDOE requirement	
Area of Focus (4)	Establish schedules and implement strategies that provide increased learning time in the amount of 300 hours annually, to include: 180 hours of 60 minutes of daily, core reading instruction; 90 hours for teachers to collaborate, plan and engage in professional development weekly within and across grades and subjects; and 30 hours annually dedicated to monthly enrichment activities, such as service learning, experiential learning and physical education, designed to build relational trust between students, teachers, parents and administrators.	USED requirement (FDOE modeled the specifics after "Lowest 100" implementation)	USED requirement (FDOE modeled the specifics after "Lowest 100" implementation)			
Area of Focus (5)	Create a plan to provide staff ongoing, high quality, job-embedded professional development as well as ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization. All professional development and technical assistance is aligned authentically to district and school goals and barriers and to the school's comprehensive instructional program, and is designed with school staff to ensure that they are equipped o facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Monitoring for fidelity and effectiveness via changes in practice will be integrated with existing district and school evaluation systems.	USED requirement	USED requirement	FDOE requirement	FDOE requirement	

Appendix A_Florida SIG 1003(g) FY13 Eligibility List_1-6-14

ESEA Flex Designation Key:

- FOCUS-D indicates the school was included in the ESEA Flexibility Focus list by virtue of receiving a grade of “D” in the 2011-12 school year.
- FOCUS-G indicates the school was included in the ESEA Flexibility Focus list by virtue of being a Title I school with a graduation rate below 60% for 2011-12.
- PRIORITY-F indicates the school was included in the ESEA Flexibility Priority list by virtue of receiving a grade of “F” in the 2011-12 school year.
- PRIORITY-S indicates the school was included in the ESEA Flexibility Priority list by virtue of being a SIG Tier I or Tier II school in the 2011-12 school year.

#	ESEA Flex Designation	NCES Dist. ID	NCES Schl. ID	FL Dist. ID	District Name	FL Schl. ID	School Name	2013 Grad Rate
1	FOCUS-D	1200030	120003000014	01	ALACHUA	0161	ALACHUA ELEMENTARY SCHOOL	
2	PRIORITY-F	1200030	120003003285	01	ALACHUA	0953	CARING & SHARING LEARNING SCHOOL	
3	PRIORITY-S	1200030	120003000001	01	ALACHUA	0021	CHARLES W. DUVAL ELEM SCHOOL	
4	FOCUS-D	1200030	120003000021	01	ALACHUA	0281	CHESTER SHELL ELEMENTARY SCHL	
5	FOCUS-D	1200030	120003003532	01	ALACHUA	0955	EINSTEIN MONTESSORI SCHOOL	
6	PRIORITY-S	1200030	120003000016	01	ALACHUA	0201	HAWTHORNE MIDDLE/HIGH SCHOOL	50
7	FOCUS-D	1200030	120003004046	01	ALACHUA	0971	HOGGETOWNE MIDDLE SCHOOL	
8	PRIORITY-F	1200030	120003000005	01	ALACHUA	0071	LAKE FOREST ELEMENTARY SCHOOL	
9	PRIORITY-S	1200030	120003000026	01	ALACHUA	0341	MARJORIE KINNAN RAWLINGS ELEM	
10	PRIORITY-F	1200030	120003000008	01	ALACHUA	0101	W. A. METCALFE ELEMENTARY SCHOOL	
11	FOCUS-D	1200030	120003000022	01	ALACHUA	0291	WALDO COMMUNITY SCHOOL	
12	FOCUS-D	1200090	120009000041	03	BAY	0091	CEDAR GROVE ELEMENTARY SCHOOL	
13	FOCUS-D	1200090	120009000051	03	BAY	0191	OAKLAND TERRACE SCHL FOR VIS	
14	FOCUS-D	1200090	120009000060	03	BAY	0291	OSCAR PATTERSON ELEM MAGNET	
15	FOCUS-D	1200090	120009000054	03	BAY	0231	SPRINGFIELD ELEMENTARY SCHOOL	
16	FOCUS-D	1200120	120012000074	04	BRADFORD	0161	BROOKER ELEMENTARY SCHOOL	
17	FOCUS-D	1200150	120015000094	05	BREVARD	1051	ENDEAVOUR ELEMENTARY MAGNET	
18	PRIORITY-F	1200150	120015004060	05	BREVARD	1032	HORACE MANN ACADEMY	6
19	FOCUS-D	1200150	120015003979	05	BREVARD	6515	IMAGINE SCHOOLS AT WEST MELBOURNE	
20	PRIORITY-F	1200150	120015003678	05	BREVARD	1029	RIVERDALE COUNTRY DAY SCHOOL	8
21	FOCUS-D	1200180	120018000179	06	BROWARD	0501	BROWARD ESTATES ELEMENTARY SCHOOL	
22	PRIORITY-S	1200180	120018000249	06	BROWARD	1681	COCONUT CREEK HIGH SCHOOL	69
23	FOCUS-D	1200180	120018000255	06	BROWARD	1781	CYPRESS ELEMENTARY SCHOOL	
24	FOCUS-D	1200180	120018000170	06	BROWARD	0391	DEERFIELD PARK ELEMENTARY SCHL	
25	PRIORITY-F	1200180	120018007985	06	BROWARD	5045	KATHLEEN C. WRIGHT LEADERSHIP ACADEMY	
26	PRIORITY-S	1200180	120018000190	06	BROWARD	0621	LARKDALE ELEMENTARY SCHOOL	
27	PRIORITY-F	1200180	120018000239	06	BROWARD	1391	LAUDERHILL MIDDLE SCHOOL	

Appendix A_Florida SIG 1003(g) FY13 Eligibility List_1-6-14

#	ESEA Flex Designation	NCES Dist. ID	NCES Schl. ID	FL Dist. ID	District Name	FL Schl. ID	School Name	2013 Grad Rate
28	FOCUS-D	1200180	120018000285	06	BROWARD	2691	MORROW ELEMENTARY SCHOOL	
29	FOCUS-D	1200180	120018003817	06	BROWARD	3761	PARK LAKES ELEMENTARY SCHOOL	
30	FOCUS-D	1200180	120018000201	06	BROWARD	0751	POMPANO BEACH ELEMENTARY SCHOOL	
31	FOCUS-D	1200180	120018007560	06	BROWARD	5389	RISE ACADEMY II	
32	FOCUS-D	1200180	120018004051	06	BROWARD	3701	ROCK ISLAND ELEMENTARY SCHOOL	
33	FOCUS-D	1200180	120018000260	06	BROWARD	1851	ROYAL PALM ELEMENTARY SCHOOL	
34	FOCUS-D	1200180	120018002284	06	BROWARD	2971	SILVER LAKES MIDDLE SCHOOL	
35	PRIORITY-F	1200180	120018007912	06	BROWARD	5006	SOMERSET PREP ACADEMY HIGH AT N LAUDERDALE	
36	PRIORITY-S	1200180	120018000189	06	BROWARD	0611	SUNLAND PARK ELEMENTARY SCHOOL	
37	FOCUS-D	1200180	120018000185	06	BROWARD	0571	TEDDER ELEMENTARY SCHOOL	
38	FOCUS-D	1200180	120018000191	06	BROWARD	0631	WESTWOOD HEIGHTS ELEMENTARY	
39	FOCUS-G	1200240	120024002051	08	CHARLOTTE	0161	CHARLOTTE TECHNICAL CENTER	20
40	FOCUS-D	1200300	120030000321	10	CLAY	0232	GROVE PARK ELEMENTARY SCHOOL	
41	PRIORITY-S	1200330	120033007371	11	COLLIER	0631	EDEN PARK ELEMENTARY SCHOOL	
42	FOCUS-D	1200330	120033004330	11	COLLIER	9021	IMMOKALEE COMMUNITY SCHOOL	
43	PRIORITY-S	1200330	120033000355	11	COLLIER	0271	IMMOKALEE HIGH SCHOOL	87
44	FOCUS-D	1200330	120033000347	11	COLLIER	0191	LAKE TRAFFORD ELEMENTARY SCHL	
45	FOCUS-D	1200330	120033004495	11	COLLIER	0551	PARKSIDE ELEMENTARY SCHOOL	
46	PRIORITY-S	1200360	120036000358	12	COLUMBIA	0011	COLUMBIA HIGH SCHOOL	70
47	FOCUS-D	1200360	120036000365	12	COLUMBIA	0161	NIBLACK ELEMENTARY SCHOOL	
48	FOCUS-D	1200360	120036000359	12	COLUMBIA	0031	RICHARDSON MIDDLE SCHOOL	
49	FOCUS-D	1200390	120039007972	13	DADE	7351	ARTHUR AND POLLY MAYS CONSERVATORY OF THE ART	
50	FOCUS-D	1200390	120039000475	13	DADE	3781	BARBARA HAWKINS ELEM. SCHOOL	
51	FOCUS-D	1200390	120039000374	13	DADE	0261	BEL-AIRE ELEMENTARY SCHOOL	
52	FOCUS-D	1200390	120039000377	13	DADE	0361	BISCAYNE GARDENS ELEMENTARY	
53	PRIORITY-S	1200390	120039003562	13	DADE	7791	BOOKER T. WASHINGTON SR HIGH	80
54	FOCUS-D	1200390	120039000545	13	DADE	6061	CAMPBELL DRIVE MIDDLE SCHOOL	
55	FOCUS-D	1200390	120039000387	13	DADE	0661	CARIBBEAN ELEMENTARY SCHOOL	
56	PRIORITY-F	1200390	120039000544	13	DADE	6051	CAROL CITY MIDDLE SCHOOL	
57	FOCUS-D	1200390	120039003050	13	DADE	5991	CHARLES DAVID WYCHE, JR ELEMENTARY SCHOOL	
58	PRIORITY-S	1200390	120039000550	13	DADE	6141	CHARLES R. DREW MIDDLE SCHOOL	
59	FOCUS-D	1200390	120039000548	13	DADE	6091	CITRUS GROVE MIDDLE SCHOOL	
60	PRIORITY-S	1200390	120039000535	13	DADE	5861	DR. HENRY W MACK/WEST LITTLE RIVER K-8 CENTER	

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#	ESEA Flex Designation	NCES Dist. ID	NCES Schl. ID	FL Dist. ID	District Name	FL Schl. ID	School Name	2013 Grad Rate
61	FOCUS-D	1200390	120039000503	13	DADE	4651	ETHEL F. BECKFORD/RICHMOND ELE	
62	FOCUS-D	1200390	120039007928	13	DADE	3024	FLORIDA INTERNATIONAL ELEMENTARY ACADEMY	
63	PRIORITY-S	1200390	120039000405	13	DADE	1361	FREDERICK R. DOUGLASS ELEM.	
64	FOCUS-D	1200390	120039000554	13	DADE	6231	HIALEAH MIDDLE SCHOOL	
65	PRIORITY-S	1200390	120039000435	13	DADE	2501	HOLMES ELEMENTARY SCHOOL	
66	FOCUS-D	1200390	120039000556	13	DADE	6251	HOMESTEAD MIDDLE SCHOOL	
67	PRIORITY-S	1200390	120039000593	13	DADE	7151	HOMESTEAD SENIOR HIGH SCHOOL	68
68	PRIORITY-S	1200390	120039000454	13	DADE	3021	JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL	
69	FOCUS-D	1200390	120039000453	13	DADE	2981	LIBERTY CITY ELEMENTARY SCHOOL	
70	FOCUS-D	1200390	120039000455	13	DADE	3041	LORAH PARK ELEMENTARY SCHOOL	
71	FOCUS-D	1200390	120039000564	13	DADE	6431	MAYS COMMUNITY MIDDLE SCHOOL	
72	PRIORITY-S	1200390	120039000595	13	DADE	7231	MIAMI CAROL CITY SENIOR HIGH	82
73	PRIORITY-S	1200390	120039000596	13	DADE	7251	MIAMI CENTRAL SENIOR HIGH SCHL	70
74	FOCUS-D	1200390	120039007248	13	DADE	6048	MIAMI COMMUNITY CHARTER MIDDLE SCHOOL	
75	FOCUS-D	1200390	120039003970	13	DADE	0102	MIAMI COMMUNITY CHARTER SCHOOL	
76	PRIORITY-S	1200390	120039000567	13	DADE	6481	MIAMI EDISON MIDDLE SCHOOL	
77	PRIORITY-S	1200390	120039000600	13	DADE	7301	MIAMI EDISON SENIOR HIGH SCHL	70
78	PRIORITY-S	1200390	120039000601	13	DADE	7341	MIAMI JACKSON SENIOR HIGH SCHL	85
79	PRIORITY-S	1200390	120039000603	13	DADE	7381	MIAMI NORLAND SENIOR HIGH SCHOOL	84
80	PRIORITY-S	1200390	120039000604	13	DADE	7411	MIAMI NORTHWESTERN SENIOR HIGH	79
81	PRIORITY-S	1200390	120039000614	13	DADE	7731	MIAMI SOUTHRIDGE SENIOR HIGH	76
82	PRIORITY-F	1200390	120039002428	13	DADE	0921	NEVA KING COOPER EDUCATIONAL CENTER	
83	PRIORITY-S	1200390	120039000476	13	DADE	3821	NORTH COUNTY K-8 CENTER	
84	PRIORITY-S	1200390	120039000573	13	DADE	6631	NORTH MIAMI MIDDLE SCHOOL	
85	PRIORITY-S	1200390	120039000610	13	DADE	7591	NORTH MIAMI SENIOR HIGH SCHOOL	76
86	FOCUS-D	1200390	120039000487	13	DADE	4171	ORCHARD VILLA ELEMENTARY SCHL	
87	FOCUS-D	1200390	120039000407	13	DADE	1441	PAUL LAURENCE DUNBAR K-8 CENTER	
88	PRIORITY-S	1200390	120039000498	13	DADE	4461	PINE VILLA ELEMENTARY SCHOOL	
89	FOCUS-D	1200390	120039000499	13	DADE	4501	POINCIANA PARK ELEMENTARY SCHL	
90	FOCUS-D	1200390	120039000578	13	DADE	6761	REDLAND MIDDLE SCHOOL	
91	FOCUS-D	1200390	120039007473	13	DADE	2006	RICHARD ALLEN LEADERSHIP ACADEMY	
92	FOCUS-D	1200390	120039007393	13	DADE	6049	RIVER CITIES COMMUNITY CHARTER SCHOOL	
93	PRIORITY-F	1200390	120039002813	13	DADE	8151	ROBERT RENICK EDUCATION CENTER	0

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94	FOCUS-D	1200390	120039002814	13	DADE	8181	RUTH OWENS KRUSE EDUCATION CENTER	17
95	FOCUS-D	1200390	120039000515	13	DADE	5081	SKYWAY ELEMENTARY SCHOOL	
96	FOCUS-D	1200390	120039004070	13	DADE	2060	THEODORE R. AND THELMA A. GIBSON CHARTER	
97	FOCUS-D	1200390	120039000588	13	DADE	6981	WESTVIEW MIDDLE SCHOOL	
98	FOCUS-D	1200480	120048002818	16	DUVAL	2621	ANDREW A. ROBINSON ELEMENTARY SCHOOL	
99	PRIORITY-S	1200480	120048000687	16	DUVAL	0921	EUGENE BUTLER MIDDLE SCHOOL	
100	FOCUS-D	1200480	120048000760	16	DUVAL	2381	FORT CAROLINE MIDDLE SCHOOL	
101	FOCUS-D	1200480	120048000650	16	DUVAL	0371	HENRY F. KITE ELEMENTARY SCHOOL	
102	FOCUS-D	1200480	120048000740	16	DUVAL	2141	HYDE GROVE ELEMENTARY SCHOOL	
103	FOCUS-D	1200480	120048000753	16	DUVAL	2291	JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL	
104	PRIORITY-S	1200480	120048000691	16	DUVAL	0961	JEAN RIBAUTL HIGH SCHOOL	70
105	FOCUS-D	1200480	120048000744	16	DUVAL	2191	JOSEPH STILWELL MIDDLE SCHOOL	
106	FOCUS-D	1200480	120048000741	16	DUVAL	2151	JUSTINA ROAD ELEMENTARY SCHOOL	
107	FOCUS-D	1200480	120048000745	16	DUVAL	2201	MARTIN LUTHER KING, JR ELEMENTARY SCHOOL	
108	FOCUS-D	1200480	120048000702	16	DUVAL	1461	MATTHEW W. GILBERT MIDDLE SCHOOL	
109	FOCUS-D	1200480	120048000751	16	DUVAL	2271	MAYPORT ELEMENTARY SCHOOL	
110	FOCUS-D	1200480	120048000746	16	DUVAL	2211	NORMANDY VILLAGE ELEMENTARY SCHOOL	
111	PRIORITY-S	1200480	120048000666	16	DUVAL	0701	NORTH SHORE ELEMENTARY	
112	PRIORITY-S	1200480	120048000708	16	DUVAL	1551	NORTHWESTERN MIDDLE SCHOOL	
113	FOCUS-D	1200480	120048000736	16	DUVAL	2101	OAK HILL ELEMENTARY SCHOOL	
114	FOCUS-D	1200480	120048003845	16	DUVAL	2701	OCEANWAY ELEMENTARY SCHOOL	
115	FOCUS-D	1200480	120048000731	16	DUVAL	2051	PICKETT ELEMENTARY SCHOOL	
116	PRIORITY-F	1200480	120048000675	16	DUVAL	0791	RAMONA BOULEVARD ELEMENTARY SCHOOL	
117	FOCUS-G	1200480	120048000648	16	DUVAL	0331	ROBERT E. LEE HIGH SCHOOL	72
118	FOCUS-D	1200480	120048000697	16	DUVAL	1161	SADIE T. TILLIS ELEMENTARY SCHOOL	
119	FOCUS-D	1200480	120048003172	16	DUVAL	1021	SCHOOL OF SUCCESS ACADEMY-SOS	
120	FOCUS-D	1200480	120048000737	16	DUVAL	2111	SOUTHSIDE MIDDLE SCHOOL	
121	FOCUS-D	1200480	120048007273	16	DUVAL	1211	TIGER ACADEMY	
122	FOCUS-D	1200480	120048000700	16	DUVAL	1431	WEST JACKSONVILLE ELEM. SCHOOL	
123	FOCUS-D	1200480	120048000633	16	DUVAL	0121	WEST RIVERSIDE ELEMENTARY SCHOOL	
124	FOCUS-D	1200510	120051000777	17	ESCAMBIA	0061	BELLVIEW MIDDLE SCHOOL	
125	FOCUS-D	1200510	120051007989	17	ESCAMBIA	1281	GLOBAL LEARNING ACADEMY	
126	PRIORITY-F	1200510	120051002063	17	ESCAMBIA	0771	LINCOLN PARK ELEMENTARY SCHOOL	

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127	PRIORITY-F	1200510	120051007991	17	ESCAMBIA	2124	NEWPOINT ACADEMY	
128	FOCUS-D	1200510	120051000820	17	ESCAMBIA	0602	REINHERDT HOLM ELEMENTARY SCHL	
129	FOCUS-D	1200510	120051000814	17	ESCAMBIA	0551	WARRINGTON ELEMENTARY SCHOOL	
130	PRIORITY-S	1200510	120051000815	17	ESCAMBIA	0561	WARRINGTON MIDDLE SCHOOL	
131	FOCUS-D	1200510	120051000817	17	ESCAMBIA	0581	WEST PENSACOLA ELEMENTARY SCHL	
132	FOCUS-D	1200510	120051007325	17	ESCAMBIA	0852	WOODHAM MIDDLE SCHOOL	
133	FOCUS-D	1202014	120201402974	74	FAMU LAB SCH	0351	FLORIDA A & M UNIV DEVELOP RESEARCH SCHOOL	93
134	PRIORITY-F	1200540	120054007724	18	FLAGLER	0070	PALM HARBOR ACADEMY	
135	PRIORITY-S	1200600	120060004082	20	GADSDEN	0071	EAST GADSDEN HIGH SCHOOL	71
136	PRIORITY-S	1200600	120060000849	20	GADSDEN	0051	WEST GADSDEN HIGH SCHOOL	76
137	FOCUS-D	1200660	120066000864	22	GLADES	0021	MOORE HAVEN JR./SR. HIGH SCHL	64
138	PRIORITY-S	1200720	120072000871	24	HAMILTON	0031	CENTRAL HAMILTON ELEM. SCHOOL	
139	PRIORITY-S	1200720	120072000872	24	HAMILTON	0032	HAMILTON COUNTY HIGH SCHOOL	56
140	FOCUS-D	1200750	120075000878	25	HARDEE	0031	HARDEE JUNIOR HIGH SCHOOL	
141	PRIORITY-S	1200750	120075000877	25	HARDEE	0021	HARDEE SENIOR HIGH SCHOOL	65
142	PRIORITY-S	1200780	120078002663	26	HENDRY	0201	CLEWISTON HIGH SCHOOL	72
143	FOCUS-D	1200780	120078000884	26	HENDRY	0061	CLEWISTON MIDDLE SCHOOL	
144	FOCUS-D	1200780	120078004349	26	HENDRY	0020	LABELLE MIDDLE SCHOOL	
145	PRIORITY-S	1200810	120081002604	27	HERNANDO	0251	CENTRAL HIGH SCHOOL	68
146	FOCUS-D	1200810	120081002605	27	HERNANDO	0261	DELTONA ELEMENTARY SCHOOL	
147	FOCUS-D	1200810	120081000895	27	HERNANDO	0171	EASTSIDE ELEMENTARY SCHOOL	
148	FOCUS-D	1200810	120081002067	27	HERNANDO	0202	FOX CHAPEL MIDDLE SCHOOL	
149	PRIORITY-S	1200810	120081000890	27	HERNANDO	0051	HERNANDO HIGH SCHOOL	71
150	FOCUS-D	1200840	120084007327	28	HIGHLANDS	0015	MEMORIAL ELEMENTARY SCHOOL	
151	FOCUS-D	1200870	120087000924	29	HILLSBOROUGH	0521	BRYAN ELEMENTARY SCHOOL	
152	PRIORITY-F	1200870	120087002512	29	HILLSBOROUGH	4562	CAMINITI EXCEPTIONAL CENTER	0
153	PRIORITY-F	1200870	120087008059	29	HILLSBOROUGH	6660	COMMUNITY CHARTER MIDDLE SCHOOL OF EXCELLENCE	
154	FOCUS-D	1200870	120087007474	29	HILLSBOROUGH	6643	COMMUNITY CHARTER SCHOOL OF EXCELLENCE	
155	FOCUS-D	1200870	120087000947	29	HILLSBOROUGH	1361	EDISON ELEMENTARY SCHOOL	
156	FOCUS-D	1200870	120087007794	29	HILLSBOROUGH	1542	FRANKLIN MIDDLE MAGNET SCHOOL	
157	FOCUS-D	1200870	120087000953	29	HILLSBOROUGH	1601	GIBSONTON ELEMENTARY SCHOOL	
158	FOCUS-D	1200870	120087004162	29	HILLSBOROUGH	0052	GIUNTA MIDDLE SCHOOL	
159	FOCUS-D	1200870	120087000957	29	HILLSBOROUGH	1761	GRAHAM ELEMENTARY SCHOOL	

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160	FOCUS-D	1200870	120087000959	29	HILLSBOROUGH	1781	GRECO MIDDLE SCHOOL	
161	FOCUS-D	1200870	120087004088	29	HILLSBOROUGH	2042	JENNINGS MIDDLE SCHOOL	
162	PRIORITY-F	1200870	120087001010	29	HILLSBOROUGH	3782	LAVOY EXCEPTIONAL CENTER	0
163	FOCUS-D	1200870	120087004086	29	HILLSBOROUGH	0962	LOCKHART ELEMENTARY MAGNET SCHOOL	
164	FOCUS-D	1200870	120087004352	29	HILLSBOROUGH	2882	MEMORIAL MIDDLE SCHOOL	
165	PRIORITY-S	1200870	120087003862	29	HILLSBOROUGH	3004	MIDDLETON HIGH SCHOOL	48
166	FOCUS-D	1200870	120087000970	29	HILLSBOROUGH	2362	MONROE MIDDLE SCHOOL	
167	FOCUS-D	1200870	120087000992	29	HILLSBOROUGH	3121	MORT ELEMENTARY SCHOOL	
168	FOCUS-D	1200870	120087007280	29	HILLSBOROUGH	0119	MOSI PARTNERSHIP ELEMENTARY	
169	FOCUS-D	1200870	120087001002	29	HILLSBOROUGH	3521	POTTER ELEMENTARY SCHOOL	
170	FOCUS-D	1200870	120087001008	29	HILLSBOROUGH	3761	ROBLES ELEMENTARY SCHOOL	
171	FOCUS-D	1200870	120087001013	29	HILLSBOROUGH	3841	RUSKIN ELEMENTARY SCHOOL	
172	FOCUS-D	1200870	120087004153	29	HILLSBOROUGH	0051	SHEEHY ELEMENTARY SCHOOL	
173	FOCUS-D	1200870	120087004156	29	HILLSBOROUGH	0055	SHIELDS MIDDLE SCHOOL	
174	PRIORITY-F	1200870	120087000950	29	HILLSBOROUGH	1482	SLIGH MIDDLE SCHOOL	
175	FOCUS-D	1200870	120087001020	29	HILLSBOROUGH	4201	SULPHUR SPRINGS ELEM. SCHOOL	
176	FOCUS-D	1200870	120087001025	29	HILLSBOROUGH	4361	THONOTOSASSA ELEMENTARY SCHOOL	
177	FOCUS-D	1200870	120087000928	29	HILLSBOROUGH	0682	VAN BUREN MIDDLE SCHOOL	
178	PRIORITY-F	1200870	120087008067	29	HILLSBOROUGH	1202	WILLIS PETERS EXCEPTIONAL CENTER	
179	FOCUS-D	1200870	120087001039	29	HILLSBOROUGH	4921	WITTER ELEMENTARY SCHOOL	
180	FOCUS-D	1200870	120087007862	29	HILLSBOROUGH	6653	WOODMONT CHARTER SCHOOL	
181	FOCUS-D	1200900	120090001049	30	HOLMES	0061	PONCE DE LEON HIGH SCHOOL	70
182	PRIORITY-F	1200990	120099001084	33	JEFFERSON	0111	JEFFERSON COUNTY ELEM. SCHOOL	
183	PRIORITY-S	1201050	120105001097	35	LAKE	0161	LEESBURG HIGH SCHOOL	78
184	FOCUS-D	1201050	120105003982	35	LAKE	9029	MILESTONES COMMUNITY SCHOOL	
185	FOCUS-D	1201080	120108003966	36	LEE	0745	EAST LEE COUNTY HIGH SCHOOL	74
186	FOCUS-D	1201080	120108001132	36	LEE	0211	FORT MYERS MIDDLE ACADEMY	
187	FOCUS-D	1201080	120108001135	36	LEE	0251	FRANKLIN PARK ELEMENTARY SCHOOL	
188	FOCUS-D	1201080	120108007597	36	LEE	0592	JAMES STEPHENS INTERNATIONAL ACADEMY	
189	FOCUS-D	1201080	120108001144	36	LEE	0381	TICE ELEMENTARY SCHOOL	
190	PRIORITY-S	1201110	120111001176	37	LEON	0161	AMOS P. GODBY HIGH SCHOOL	85
191	FOCUS-D	1201110	120111001192	37	LEON	0441	APALACHEE ELEMENTARY SCHOOL	
192	FOCUS-D	1201110	120111003078	37	LEON	1401	C.K. STEELE-LEROY COLLINS CHAR	

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193	PRIORITY-S	1201140	120114001201	38	LEVY	0091	WILLISTON HIGH SCHOOL	92
194	FOCUS-D	1201200	120120003731	40	MADISON	0041	MADISON COUNTY CENTRAL SCHOOL	
195	PRIORITY-S	1201200	120120002212	40	MADISON	0011	MADISON COUNTY HIGH SCHOOL	70
196	PRIORITY-F	1201230	120123001234	41	MANATEE	0411	BLANCHE H. DAUGHTREY ELEMENTARY	
197	FOCUS-D	1201230	120123007636	41	MANATEE	0831	G.D. ROGERS GARDEN ELEMENTARY	
198	FOCUS-D	1201230	120123001238	41	MANATEE	0491	LINCOLN MIDDLE SCHOOL	
199	FOCUS-D	1201230	120123001222	41	MANATEE	0151	MANATEE ELEMENTARY SCHOOL	
200	FOCUS-D	1201230	120123007193	41	MANATEE	2122	OASIS MIDDLE SCHOOL	
201	FOCUS-D	1201230	120123001228	41	MANATEE	0271	ORANGE RIDGE-BULLOCK ELEM.	
202	FOCUS-D	1201230	120123001229	41	MANATEE	0281	PALM VIEW ELEMENTARY SCHOOL	
203	FOCUS-D	1201230	120123001235	41	MANATEE	0421	SAMOSSET ELEMENTARY SCHOOL	
204	FOCUS-D	1201230	120123001243	41	MANATEE	0591	SARA SCOTT HARLLEE MIDDLE SCHL	
205	FOCUS-D	1201440	120144001438	48	ORANGE	1282	APOPKA ELEMENTARY	
206	FOCUS-D	1201440	120144001463	48	ORANGE	5871	CARVER MIDDLE	
207	FOCUS-D	1201440	120144001407	48	ORANGE	0701	CATALINA ELEMENTARY	
208	FOCUS-D	1201440	120144001411	48	ORANGE	0741	CYPRESS PARK ELEMENTARY	
209	FOCUS-D	1201440	120144001405	48	ORANGE	0681	ENGELWOOD ELEMENTARY	
210	PRIORITY-S	1201440	120144001404	48	ORANGE	0671	EVANS HIGH	77
211	PRIORITY-F	1201440	120144007785	48	ORANGE	0152	INNOVATIONS MIDDLE CHARTER	
212	PRIORITY-F	1201440	120144001458	48	ORANGE	1561	MAGNOLIA	0
213	FOCUS-D	1201440	120144001435	48	ORANGE	1241	MEADOWBROOK MIDDLE	
214	FOCUS-D	1201440	120144001414	48	ORANGE	0791	MOLLIE RAY ELEMENTARY	
215	PRIORITY-S	1201440	120111001177	48	ORANGE	0691	OAK RIDGE HIGH	74
216	FOCUS-D	1201440	120144001452	48	ORANGE	1491	PALMETTO ELEMENTARY	
217	FOCUS-D	1201440	120144001456	48	ORANGE	1541	PINAR ELEMENTARY	
218	FOCUS-D	1201440	120144001399	48	ORANGE	0621	PINE HILLS ELEMENTARY	
219	FOCUS-D	1201440	120144001401	48	ORANGE	0641	ROCK LAKE ELEMENTARY	
220	FOCUS-D	1201440	120144001421	48	ORANGE	0861	ROLLING HILLS ELEMENTARY	
221	FOCUS-D	1201440	120144001437	48	ORANGE	1261	SADLER ELEMENTARY	
222	FOCUS-D	1201440	120144001462	48	ORANGE	5861	WASHINGTON SHORES ELEMENTARY	
223	PRIORITY-F	1201440	120144001444	48	ORANGE	1361	WHEATLEY ELEMENTARY	
224	PRIORITY-S	1201470	120147004118	49	OSCEOLA	0902	CELEBRATION HIGH SCHOOL	85
225	FOCUS-D	1201470	120147003633	49	OSCEOLA	0041	DISCOVERY INTERMEDIATE SCHOOL	

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226	PRIORITY-S	1201470	120147002476	49	OSCEOLA	0601	GATEWAY HIGH SCHOOL	84
227	PRIORITY-S	1201470	120147002866	49	OSCEOLA	0841	POINCIANA HIGH SCHOOL	87
228	FOCUS-D	1201470	120147002675	49	OSCEOLA	0321	VENTURA ELEMENTARY SCHOOL	
229	FOCUS-D	1201500	120150001519	50	PALM BEACH	0741	BARTON ELEMENTARY SCHOOL	
230	FOCUS-D	1201500	120150003906	50	PALM BEACH	3392	CHARTER SCHOOL OF BOYNTON BEACH	
231	FOCUS-D	1201500	120150001525	50	PALM BEACH	0821	GALAXY ELEMENTARY SCHOOL	
232	PRIORITY-S	1201500	120150001541	50	PALM BEACH	2301	GLADES CENTRAL HIGH SCHOOL	71
233	FOCUS-D	1201500	120150001552	50	PALM BEACH	1411	GROVE PARK ELEMENTARY SCHOOL	
234	FOCUS-D	1201500	120150007679	50	PALM BEACH	0012	HOPE-CENTENNIAL ELEMENTARY SCHOOL	
235	FOCUS-D	1201500	120150003641	50	PALM BEACH	2661	JOSEPH LITTLES-NGUZO SABA	
236	FOCUS-D	1201500	120150001543	50	PALM BEACH	1232	LAKE SHORE MIDDLE SCHOOL	
237	PRIORITY-S	1201500	120150001516	50	PALM BEACH	0691	LAKE WORTH HIGH SCHOOL	76
238	PRIORITY-F	1201500	120150005685	50	PALM BEACH	3347	LEADERSHIP ACADEMY WEST	69
239	FOCUS-G	1201500	120150008009	50	PALM BEACH	3971	MAVERICKS HIGH SCHOOL AT PALM SPRINGS	6
240	FOCUS-D	1201500	120150001490	50	PALM BEACH	0271	NORTHMORE ELEMENTARY SCHOOL	
241	FOCUS-D	1201500	120150001532	50	PALM BEACH	0911	PINE GROVE ELEMENTARY SCHOOL	
242	PRIORITY-S	1201500	120150001547	50	PALM BEACH	1321	ROSENWALD ELEMENTARY SCHOOL	
243	FOCUS-D	1201530	120153002239	51	PASCO	0932	CALUSA ELEMENTARY SCHOOL	
244	FOCUS-D	1201530	120153003251	51	PASCO	0060	CHESTER W. TAYLOR, JR. ELEMENTARY SCHOOL	
245	FOCUS-D	1201530	120153007713	51	PASCO	0114	FIVAY HIGH SCHOOL	60
246	FOCUS-D	1201530	120153001574	51	PASCO	0261	GULF MIDDLE SCHOOL	
247	FOCUS-D	1201530	120153001576	51	PASCO	0301	HUDSON ELEMENTARY SCHOOL	
248	FOCUS-D	1201530	120153001577	51	PASCO	0321	LACOOCHEE ELEMENTARY SCHOOL	
249	PRIORITY-F	1201560	120156001594	52	PINELLAS	0121	AZALEA MIDDLE SCHOOL	
250	FOCUS-D	1201560	120156001599	52	PINELLAS	0171	BAY POINT MIDDLE SCHOOL	
251	FOCUS-D	1201560	120156001601	52	PINELLAS	0271	BEAR CREEK ELEMENTARY SCHOOL	
252	FOCUS-D	1201560	120156001603	52	PINELLAS	0371	BELLEAIR ELEMENTARY SCHOOL	
253	PRIORITY-S	1201560	120156001605	52	PINELLAS	0431	BOCA CIEGA HIGH SCHOOL	85
254	FOCUS-D	1201560	120156001606	52	PINELLAS	0481	CAMPBELL PARK ELEMENTARY SCHL	
255	PRIORITY-S	1201560	120156001614	52	PINELLAS	1031	DIXIE M. HOLLINS HIGH SCHOOL	74
256	FOCUS-D	1201560	120156001615	52	PINELLAS	1071	DUNEDIN ELEMENTARY SCHOOL	
257	PRIORITY-S	1201560	120156001624	52	PINELLAS	1531	GIBBS HIGH SCHOOL	78
258	FOCUS-D	1201560	120156001627	52	PINELLAS	1811	HIGH POINT ELEMENTARY SCHOOL	

Appendix A_Florida SIG 1003(g) FY13 Eligibility List_1-6-14

#	ESEA Flex Designation	NCES Dist. ID	NCES Schl. ID	FL Dist. ID	District Name	FL Schl. ID	School Name	2013 Grad Rate
259	PRIORITY-F	1201560	120156007765	52	PINELLAS	7221	IMAGINE MIDDLE SCHOOL	
260	PRIORITY-S	1201560	120156001633	52	PINELLAS	2031	LAKEWOOD HIGH SCHOOL	81
261	FOCUS-D	1201560	120156001596	52	PINELLAS	0141	LARGO MIDDLE SCHOOL	
262	PRIORITY-F	1201560	120156001641	52	PINELLAS	2281	MAXIMO ELEMENTARY SCHOOL	
263	PRIORITY-F	1201560	120156001643	52	PINELLAS	2371	MELROSE ELEMENTARY SCHOOL	
264	FOCUS-D	1201560	120156001665	52	PINELLAS	3391	PINELLAS PARK ELEMENTARY SCHL	
265	FOCUS-D	1201560	120156001666	52	PINELLAS	3411	PINELLAS PARK MIDDLE SCHOOL	
266	FOCUS-D	1201560	120156001669	52	PINELLAS	3461	PONCE DE LEON ELEMENTARY SCHOOL	
267	FOCUS-D	1201560	120156001696	52	PINELLAS	4611	TYRONE MIDDLE SCHOOL	
268	FOCUS-D	1201590	120159001760	53	POLK	1041	ALTURAS ELEMENTARY SCHOOL	
269	FOCUS-D	1201590	120159001749	53	POLK	0851	AUBURNDALE CENTRAL ELEMENTARY	
270	FOCUS-D	1201590	120159001754	53	POLK	0931	BARTOW MIDDLE SCHOOL	
271	FOCUS-D	1201590	120159001727	53	POLK	0491	DENISON MIDDLE SCHOOL	
272	FOCUS-D	1201590	120159001794	53	POLK	1781	DUNDEE ELEMENTARY SCHOOL	
273	FOCUS-D	1201590	120159001731	53	POLK	0601	FRED G. GARNER ELEMENTARY SCHL	
274	FOCUS-D	1201590	120159001769	53	POLK	1231	GRIFFIN ELEMENTARY SCHOOL	
275	FOCUS-D	1201590	120159001732	53	POLK	0611	INWOOD ELEMENTARY SCHOOL	
276	FOCUS-D	1201590	120159001767	53	POLK	1191	KATHLEEN MIDDLE SCHOOL	
277	FOCUS-D	1201590	120159001766	53	POLK	1181	KATHLEEN SENIOR HIGH SCHOOL	66
278	FOCUS-D	1201590	120159001764	53	POLK	1151	KINGSFORD ELEMENTARY SCHOOL	
279	PRIORITY-F	1201590	120159007029	53	POLK	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL	
280	FOCUS-D	1201590	120159001792	53	POLK	1761	LAKE GIBSON MIDDLE SCHOOL	
281	FOCUS-D	1201590	120159001773	53	POLK	1341	MCLAUGHLIN MIDDLE SCHOOL AND FINE ARTS ACAD	
282	PRIORITY-S	1201590	120159001783	53	POLK	1521	OSCAR J. POPE ELEMENTARY SCHOOL	
283	PRIORITY-F	1201590	120159001721	53	POLK	0321	SHELLEY S. BOONE MIDDLE SCHOOL	
284	FOCUS-D	1201590	120159003655	53	POLK	1971	SLEEPY HILL MIDDLE SCHOOL	
285	FOCUS-D	1201590	120159007310	53	POLK	1051	TENOROC HIGH SCHOOL	66
286	FOCUS-D	1201590	120159001737	53	POLK	0681	WAHNETA ELEMENTARY SCHOOL	
287	FOCUS-D	1201590	120159001729	53	POLK	0571	WESTWOOD MIDDLE SCHOOL	
288	FOCUS-D	1201620	120162001797	54	PUTNAM	0041	C. L. OVERTURF JR 6TH GRADE CENTER	
289	PRIORITY-F	1201620	120162003791	54	PUTNAM	0351	WILLIAM D. MOSELEY ELEMENTARY SCHOOL	
290	PRIORITY-F	1201680	120168001857	58	SARASOTA	0293	OAK PARK SCHOOL	6
291	PRIORITY-S	1201740	120174004194	55	ST. JOHNS	0033	ST. JOHNS TECHNICAL HIGH SCHOOL	33

FLORIDA DEPARTMENT OF EDUCATION

Bureau of School Improvement

Request for Proposal (RFP) for Discretionary, Competitive Projects

Program Name: School Improvement Grant - Cohort 3

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

Funding Purpose: School Improvement Grants (SIG) are grants awarded by the United States Department of Education (USED) 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>), in any eligible school an LEA chooses to serve and is awarded funds, the LEA must implement one of four school intervention models: transformation model, turnaround model, restart model, or school closure.

Target Population: Florida's lowest performing 15% of Title I schoolwide or Title I-eligible schools.

Eligible Applicants: LEAs (school districts) with currently active schools identified as Priority or Focus under Florida's ESEA Flexibility waiver (see <http://www.fldoe.org/esea/> for more information), excluding schools that have since closed or are receiving SIG 1003(g) funds in 2013-14.

Proposal Due Date: April 4, 2014

Approximate Funding Amount/ Number of Awards: \$25,969,574.00 / Awards will range between \$50,000 and \$2 million per school per year of implementation; the actual number of awards will be determined based on the number and quality of proposals as well as their proposed budgets.

Program Performance Period: July 1, 2014 to September 30, 2017.

Federal Programs: The project effective date will be the date that the proposal is received within the Florida Department of Education (FDOE) in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

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Contact Persons:

Program Office Contact

Shannon Houston, Senior Educational Programs Director

Bureau of School Improvement

850-245-0007 or shannon.houston@fldoe.org

Grants Management Contact

Sue Wilkinson, Director

Grants Management Services

850-245-0712 or sue.wilkinson@fldoe.org

General Assurances¹

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with: 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires LEAs to submit a common assurance for participation in federal programs funded by the USED; Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at: <http://www.fldoe.org/grants/greenbook/>. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this proposal, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Point Values

All items required in the SIG proposal are noted in this form by a numeric point value or noted as a Fixed Requirement, which does not have a point value for scoring purposes, but must be completed to be eligible for an award.

¹ Satisfies **Form DOE 905**

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Intent to Apply² [FIXED REQUIREMENT]

This is a paper version of an online form. The Intent to Apply must be complete and submitted online by February 28, 2014.

- 1) Is your district applying for a School Improvement Grant (SIG) 1003(g) in Florida's competition for Cohort 3? (Yes/No)
- 2) The following schools in your district are eligible to compete for SIG funds under the federal definition.³ Confirm the schools your district intends to support in the implementation of a SIG model by checking beside each school number. LEAs are not required to award funds to all eligible schools, but must be able to demonstrate capacity to support a full and effective implementation of a SIG model in all selected schools. The schools selected in this form will hereafter be referenced as "SIG-targeted."

	####	SCHOOL A
	####	SCHOOL B
	####	SCHOOL C

The LEA acknowledges:

- ✓ The selection of these schools qualifies them to be included in the LEA proposal for SIG Cohort 3 but does not guarantee an award.
- ✓ Working with or accepting advice from Differentiated Accountability (DA) Regional Executive Director (RED) and/or team members on concepts related to the SIG proposal does not guarantee an award. To maintain fairness for all applicants, REDs will not score or provide comment to FDOE on SIG proposals; DA regional team members will only score proposals for districts with which they have had no current or previous professional involvement.
- ✓ For official responses to questions, districts must submit in writing to bsi@fldoe.org or via Intercom when logged into the SIG application survey at <https://www.flisiponline.com>.
- ✓ Any SIG-awarded high school scheduled to receive a turnaround planning year in 2014-15 under s. 1008.33, Florida Statutes (F.S.), will automatically waive the planning year.
- ✓ Any SIG-targeted school that is required to implement a turnaround model in 2014-15 under s. 1008.33, F.S., but is not awarded SIG funds in this competition will be allowed to amend the turnaround plan accordingly prior to the 2014-15 school year.

² This survey appears upon login for any district on the list of SIG-eligible; satisfies **Part II.A** of the United States Department of Education (USED) *Application for FY 2013 New Awards Competition, Section 1003(g) of the Elementary and Secondary Education Act*, hereafter referenced as **FFY13 APP**.

³ The list of schools will prepopulate based on the eligibility list in the state application.

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- ✓ All SIG-awarded schools and their LEAs shall receive support from the DA team and shall use the FDOE's online planning and monitoring tool throughout the life of the grant, regardless of future school grades.
- ✓ Those responsible (or their designees) for writing the SIG proposal, developing the District Improvement and Assistance Plan (DIAP) AND/OR implementation in SIG-targeted schools are invited to participate in a workshop on the 8-step planning and problem-solving process hosted by the Bureau of School Improvement (BSI) prior to submission of this proposal. The district's primary SIP Online contact will register the team online at <https://www.flsiponline.com>.

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SIG Proposal - Phase 1: Needs Analysis and Intervention Selection (TOP-1 components) [22 POINTS]

This is a paper version of an online form. Phase 1 must be complete and submitted online by March 7, 2014.

1) District Turnaround Lead⁴ [1 POINT PER LEA]

Provide contact information for the person(s) leading the implementation of turnaround and directly supervising the principals in the schools referenced in this form:

- Employee's Name
- Position Title
- Email Address and Phone Number
- Supervisor's Name and Position Title
- Describe the role and responsibilities of the turnaround lead/office

2) Stakeholder Engagement⁵ [6 POINTS PER LEA]

Each district with a school planning for turnaround must have a community assessment team (CAT), which is representative of the demographics of the low-performing schools' communities and is comprised of (but not limited to) parents, business representatives, educators, representatives of local governments, community activists and the DA Regional Executive Director (RED; refer to s. 1008.345(6)(d), F.S.).⁶ For the purposes of SIG discussions, representatives of the school's feeder patterns should also be included.

- a) Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement. **Evidence: By March 7, 2014, upload the CAT membership roster noting position titles and/or which stakeholder group each person represents. [3 POINTS]**
- b) Describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, evidence of parent meetings held at times convenient for parents or guardians.⁷ **Evidence: By March 7, 2014, upload documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions,**

⁴ Satisfies **Final Requirements (75 FR 3375) I.A.2(a)(1)(v)**; Satisfies **Form TOP-2 T5**

⁵ Satisfies **FFY13 APP Part II.B.6**

⁶ Satisfies **Form TOP-2 T2**

⁷ Satisfies **Form TOP-2 T3**

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stakeholder surveys regarding turnaround selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes. **[3 POINTS]**

3) SIG Model Selection⁸ [15 POINTS PER SCHOOL]

a) School Performance Data Overview

This section will pre-populate school-level trend data on outcome indicators (and leading indicators, where available) for the most recently available 2-3 years. At a minimum, the data districts will need to review are:

Outcome Indicators

- School grade and DA status
- Annual Measurable Objective (AMO) targets met and missed
- % students at each FCAT level in reading and mathematics, by grade and student subgroup (as reported through EDFacts)
- Average FCAT scale scores in reading and mathematics, by grade, for all students, for each achievement quartile and for each subgroup (as reported through EDFacts)
- % limited English proficient students who attain proficiency (as reported through EDFacts)
- Graduation rates (as reported through EDFacts)
- College enrollment rates (HS only)

Leading Indicators

- # minutes in school year
- Participation rate in FCAT reading and mathematics, by subgroup (as reported through EDFacts)
- Dropout rate
- Student attendance rate
- # and % of students completing advanced coursework, early college or dual enrollment classes (HS only)
- Discipline incidents (as reported through EDFacts)
- Truants (as reported through EDFacts)
- Distribution of teachers by performance level on teacher evaluation system
- Teacher attendance rate

⁸ The district will click through this survey once for each school on the SIG-targeted list.

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Data will be presented graphically where possible and include guiding questions to help LEAs determine the greatest areas of need at the school and select a SIG model to address the areas of need.

b) For each SIG-targeted school, select the SIG model the district commits to implementing fully for three years starting in 2014-15. The specific requirements for each model are identified in Phase 2 of the RFP. *(FIXED REQUIREMENT)*

SIG MODEL
<input type="checkbox"/> 1- DMT: Convert to a district-managed turnaround school <ul style="list-style-type: none"> <input type="radio"/> Transformation (SIG Model) <input type="radio"/> Turnaround (SIG Model)
<input type="checkbox"/> 2- Closure: Reassign students to another school or schools and monitor progress of each reassigned student
<input type="checkbox"/> 3- Charter Restart: Close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness
<input type="checkbox"/> 4- External Operator Restart: Contract with an outside entity that has a demonstrated record of effectiveness to operate the school

c) Describe how the selected model directly addresses the specific needs of this school in the following areas:⁹

1. School Leadership *(3 POINTS)*
2. School Infrastructure (emphasis on Engaging Parents and Creating a Positive School Environment) *(6 POINTS)*
3. Instructional Program (emphasis on Promoting Collaborative Teaching and Ambitious Instruction) *(6 POINTS)*

⁹ Satisfies **FFY13 APP Part II.B.1**

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SIG Proposal – Phase 2: Assurances and Areas of Focus (TOP-2 Components)¹⁰

This is a paper version of an online form. Phase 2 must be complete and submitted online by April 4, 2014.

Phase 2 maximum point values vary by SIG model. See Appendix E for scoring summaries by model.

Areas of Assurance

The following assurances must be completed for the intervention models selected by the LEA. Assurances 1-13 are Fixed Requirements, meaning they must be checked in order for the proposal to be accepted, but they do not hold a points value for final scoring of proposals. Assurances 14-20 hold the point values listed below.

For each assurance, the LEA must upload the required evidence for the proposal by April 4, 2014, and any additional deliverables by the date(s) listed. The LEA will also indicate whether each assurance will require SIG funding and provide the amounts needed for LEA-level activities and amounts to be allocated to each school for school-level activities (see example under Assurance 12). LEAs will be able to add line items to the budget as needed for each assurance.

By selecting a SIG model for each SIG-targeted school, **the LEA** commits to:

- (1) Ensure this proposal shall address any identified barriers to equitable access or participation of students, teachers and other beneficiaries with special needs in SIG-funded activities.¹¹ [FIXED REQUIREMENT]
- (2) For all models, use the School Improvement Grant to design and implement the interventions fully and effectively consistent with the USED final requirements.¹² [FIXED REQUIREMENT]
- (3) For all models, ensure each school receives all of the federal, state and local funds it would normally receive in the absence of a SIG and be able to demonstrate through the district budget that all funds are aligned to strategic goals. [FIXED REQUIREMENT]
- (4) For all models except Closure, establish annual targets for each school in reading and mathematics.¹³ **Evidence: All schools in Florida have annual targets for reading and mathematics by subgroup, which are prepopulated to the SIP.** [FIXED REQUIREMENT]
- (5) For all models except Closure, measure progress in each school on the leading indicators established in the final requirements in order to monitor each school that it serves with the SIG. ¹⁴ [FIXED REQUIREMENT]

¹⁰ This section satisfies the requirements of **Form TOP-2**

¹¹ Satisfies the requirements of Section 427 of the [General Education Provisions Act \(GEPA\) Public Law 103-382](#)

¹² Satisfies **FFY13 APP Part I B.Part 1.2** and **Part 2.a**; Satisfies **FFY13 APP Part II.B.3a.-b** and **II.D.1**

¹³ Satisfies **FFY13 APP Part II.B.5.a** and **II.D.2**

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Deliverables: Annually, the SIP will capture baseline, mid-year and annual performance on leading indicators. Data will be updated by the Department and/or district as assessment results become available.¹⁵

- (6) For all models except Closure, where not already prepopulated, report to Florida all school-level data required under the final requirements. *[FIXED REQUIREMENT]*

Deliverables: As data becomes available, achievement results from the prior year will be prepopulated in the SIP. Leading indicators will be provided by the district as they become available.¹⁶

- (7) For Transformation, Turnaround and Restart with EMO only, use rigorous, transparent and equitable evaluation systems for teachers and principals that—(1) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement. ***Evidence: The RFP will prepopulate the district's approved instructional performance evaluation system from <http://www.fldoe.org/profdev/instructional.asp> and the approved administrator performance evaluation system from <http://www.fldoe.org/profdev/asapesd.asp>.***¹⁷ *[FIXED REQUIREMENT]*

- (8) For all models, provide ongoing mechanisms for family and community engagement. ***Evidence: The RFP will prepopulate a PDF version of the district's and each SIG-Targeted school's Parental Involvement Plan.***¹⁸ *[FIXED REQUIREMENT]*

- (9) For Transformation, Turnaround and Restart with EMO only, replace the principal who led the school prior to commencement of the model. ***Retention may be considered for principals assigned to the school for less than two years before implementation, in which case the district will provide the rationale by April 4, 2014.*** *[FIXED REQUIREMENT]*

Deliverable: By October 1, 2014, the staff survey history will show the principal of record changed after the 2011-12 school year. The credentials and 3-year performance record, as populated from the staff survey history, for the principal of record as of October 1, 2014, will demonstrate the principal is able to lead full implementation of the turnaround model.¹⁹

¹⁴ Satisfies FFY13 APP Part II.B.5.b and II.D.2

¹⁵ Satisfies FFY13 APP Part II.B.5.b and II.D.2

¹⁶ Satisfies FFY13 APP Part II.D.6

¹⁷ Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(1)(i)(B)(1)-(2)

¹⁸ Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(3)(i)(B)

¹⁹ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(i) and I.A.2 (d)(1)(i)(A); Satisfies Form TOP2 TD1/TE3

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- (10) For Transformation, Turnaround and Restart with EMO only, require each SIG-targeted school principal to report directly to the Turnaround Lead named in this proposal. *[FIXED REQUIREMENT]*

Deliverable: By October 1, 2014, the district will upload an organizational chart. The school will provide assurance in the web application that the principal reports directly to the Turnaround Lead.²⁰

- (11) For Turnaround only, use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; screen all existing staff and rehire no more than 50 percent; and select new staff by the start of Year 2 of implementation. Include the school principal who will be implementing the SIG model in the screening and selection process. The district may choose to retain staff hired at the school no earlier than the 2012-13 school year. *[FIXED REQUIREMENT]*

Deliverable: By October 1, 2015, survey 2 data reported to the FDOE on staff rosters for 2015-16 will demonstrate at least 50% turnover of staff members who were at the school in 2011-12. The district will upload a list of schools where the district has reassigned teachers.²¹

- (12) For Transformation and Restart with EMO only, commence good faith bargaining as needed to identify and reward school leaders, teachers and other staff who, in implementing the intervention, have increased student achievement and high school graduation rates, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. *[FIXED REQUIREMENT]*

Deliverable: By October 1, 2015, the district will upload a Memorandum of Understanding or Collective Bargaining Agreement which describes the criteria and process by which the LEA will work with the school principal to identify teachers either to be rewarded for performance or targeted for professional development to help them improve their practice. Annually, the district will review effectiveness ratings of staff targeted for professional development and remove those who have not improved.²²

Check here if this assurance will require SIG funds to implement and complete the budget below.

(1)	(2)	(3)	(3)b	(4)	(5)a	(5)b	(5)c	(5)d	(5)e	(6)	(7)
FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	FTE POSITION	Pre- Implementation Amount	Year 1 Amount	Year 2 Amount	Year 3 Amount	Total	% ALLOCATED to this PROJECT	NOTES

²⁰ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(v)

²¹ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(ii)(A)(B); Satisfies Form TOP-2 T7-8

²² Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(1)(i)(C); Satisfies Form TOP-2 T7-8

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Pick-list	Pick-list	Populate	LEA-Level							
Pick-list	Pick-list	Populate	School A							
D) TOTAL				\$	-					

- (13) For Transformation and Turnaround only, commence good faith bargaining as needed to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the school. *[FIXED REQUIREMENT]*
- Deliverable: By October 1, 2015, the district will upload a Memorandum of Understanding or relevant sections of a Collective Bargaining Agreement which describe the strategies the LEA will use to recruit, place and retain staff with skills needed for the SIG-targeted schools.***²³
- (14) For Closure, close the school and reassign students to higher-performing schools in the district that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. ***Evidence: By April 4, 2014, the district will confirm it has filed appropriate paperwork to close the school with the FDOE School Approval Committee and upload a copy of letter to parents notifying them of the closure and offering the opportunity to enroll their student at a higher-performing school within a radius of “reasonable proximity,” as defined by the school district.*** *[1 POINT]*
- Deliverables: By October 1, 2014, the district will provide a student roster listing new school of enrollment for each student and the performance data for the school(s). Annually for three years, the district will report average performance of reassigned students on statewide assessments in reading and math.***²⁴
- (15) For Restart Charter, close the school and reopen as a charter or multiple charters in accordance with s. 1002.33, F.S. ***Evidence: By April 4, 2014, the district will confirm it has filed appropriate paperwork to close the school and apply for a new school ID number with the FDOE School Approval Committee, and will upload the charter contract(s).***²⁵ *[1 POINT]*
- (16) For Restart Charter or EMO, enroll, within the grades the restarted school serves, any former student who wishes to attend the school. ***Evidence: By April 4, 2014, the district will upload a letter to parents notifying them of the restart and offering the opportunity to enroll their students.***²⁶ *[1 POINT]*

²³ Satisfies **Final Requirements (75 FR 3375) I.A.2(a)(1)(iii) and I.A.2 (d)(1)(i)(E)**

²⁴ Satisfies **Final Requirements (75 FR 3375) I.A.2(c); Satisfies Form TOP2 TR1-2**

²⁵ Satisfies **FFY13 APP Part IB. Part 2.b; Satisfies Form TOP2 TC1**

²⁶ Satisfies **Final Requirements (75 FR 3375) I.A.2(b)**

Appendix B_SIG Request for Proposals - Cohort 3_Final

- (17) For all models, where applicable, follow district policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings. **Evidence: By April 4, 2014, the district will upload a description of recruitment, screening and selection processes used in the district.** [\[1 POINT\]](#)
- Deliverable: By October 1, 2014, the district will upload the qualifications and experience of all contracted external providers assigned to work with each school.**²⁷
- (18) For Transformation, Turnaround and Restart with EMO only, provide operational flexibility in the areas of staffing, scheduling and budgeting to the school in order to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. **Evidence: By April 4, 2014, the district will define “operational flexibility” in the District Improvement and Assistance Plan (DIAP) as it applies to school-level autonomy over staffing, scheduling and budgeting.** [\[3 POINTS\]](#)
- Deliverables: By October 1, 2014, the district will upload documentation of communicating the definition to school leadership. By January 31 of each year of implementation, school leadership will provide assurance in the web application that the district definition of operational flexibility is being fully implemented.**²⁸
- (19) For all models, identify and seek to enhance current policies and practices that may create barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends. **Evidence: By April 4, 2014, the DIAP will include a list of policies or practices that need to be modified, the proposed modifications, the rationale for the modifications, the steps required to make the modifications, and the person(s) responsible for implementation and follow-up.**²⁹ [\[3 POINTS\]](#)
- (20) For all models except Closure, monitor and evaluate the actions schools have taken, as outlined in the approved SIG proposal, to sustain the reforms after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. **Evidence: By April 4, 2014, the DIAP will include a plan for sustaining improvements in schools implementing a SIG model.** [\[3 POINTS\]](#)

²⁷ Satisfies **Final Requirements (75 FR 3375) I.A.2(b)**; Satisfies **FFY13 APP Part II.B.3.c and II.D.3-4**; Satisfies **Form TOP2 TC2-3/TE1-2**

²⁸ Satisfies **Final Requirements (75 FR 3375) I.A.2(a)(1)(i) and I.A.2 (d)(4)(i)(A)**; Satisfies **Form TOP-2 T6**

²⁹ Satisfies **FFY13 APP Part I.B.Part2.d and Part II.B.3.d**; Satisfies **Form TOP-2 T4**

Appendix B_SIG Request for Proposals - Cohort 3_Final

Deliverable: By October 1 of each year of implementation, the district will upload documentation of technical assistance provided to schools on sustaining improvements after SIG. By March 31 of each year of implementation, the district will complete assessments of SIP mid-year reflections.³⁰

Areas of Focus

LEAs are required to use the 8-step planning and problem-solving process in the DIAP to address the needs of SIG-targeted schools and will be awarded up to 3 points based on the proper use of the 8 steps as documented within the online system. [3POINTS]

In addition, LEAs must address Areas of Focus as follows:

- (1) For all models except Closure, LEAs use the 8-step planning and problem-solving process to design and implement school wide a multi-tiered system of supports (MTSS). For the Turnaround model, the MTSS must provide appropriate social-emotional and community-oriented services and supports to students. ***Evidence: By April 4, 2014, the DIAP will include an action plan and budget to implement an enhanced schoolwide MTSS as required to meet the needs of all students in each SIG-targeted School. [3 POINTS]***

Deliverable: By October 1, 2014, the SIP will include action steps to address the school's role in implementation.³¹

- (2) For all models except Closure, LEAs use the 8-step planning and problem-solving process in the DIAP to identify and implement a Florida Standards-based instructional program. ***Evidence: By April 4, 2014, the DIAP will include an action plan and budget to implement a Florida Standards-based instructional program. [3 POINTS]***

Deliverable: By October 1, 2014, the SIP will include action steps to address the school's role in implementation.³²

- (3) For all models except Closure, LEAs use the 8-step planning and problem-solving process in the DIAP to determine how to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. ***Evidence: By April 4, 2014, the DIAP will include an action plan and budget to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. [3 POINTS]***

Deliverable: By October 1, 2014, the SIP will include action steps to address the school's role in implementation.³³

³⁰ Satisfies FFY13 APP Part I.B.Part2.e and Part II.B.3.e and II.D.5

³¹ Satisfies Final Requirements (75 FR 3375) I.A.2 (d)(2)(ii)(B); Satisfies Form TOP-2 T13-14

³² Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(vi) and I.A.2 (d)(2)(i)(A); Satisfies Form TOP-2 T9-11

³³ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(vii) and I.A.2 (d)(2)(i)(B); Satisfies Form TOP-2 T12

Appendix B_SIG Request for Proposals - Cohort 3_Final

- (4) For Transformation and Turnaround only, use the 8-step planning and problem-solving process in the DIAP to establish schedules and implement strategies that provide increased learning time in the amount of 300 hours annually, to include: 180 hours for 60 minutes of daily core reading instruction; 90 hours for teachers to collaborate, plan and engage in professional development weekly within and across grades and subjects; and 30 hours annually dedicated to monthly enrichment activities, such as service learning, experiential learning and physical education, designed to build relational trust between students, teachers, parents and administrators. **Evidence: By April 4, 2014, the DIAP will include an action plan and budget to implement increased learning time in the school(s).** *[3 POINTS]*

Deliverables: By October 1, 2014, the district will upload master schedules for 2013-14 and 2014-15 (and annually thereafter for Year 2 and 3 schedules) to show the increase of 300 hours annually. Documentation will be provided to demonstrate the use of the 90 hours for teacher collaboration (e.g. professional development calendar). Documentation will be provided to demonstrate the use of the 30 hours for enrichment (e.g. sign-in sheets, events calendar, fliers). The SIP will include action steps to address the school's role in implementation.³⁴

- (5) For all models except Closure, use the 8-step planning and problem-solving process in the DIAP to create a plan to provide staff ongoing, high quality, job-embedded professional development as well as ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization. All professional development and technical assistance is aligned authentically to district and school goals and barriers and to the school's comprehensive instructional program, and 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. Monitoring for fidelity and effectiveness via changes in practice will be integrated with existing district and school evaluation systems. **Evidence: By April 4, 2014, the DIAP will include a professional development and technical assistance outline, which includes, at a minimum, sending a leadership team from each school along with an LEA leadership team to the Differentiated Accountability Summer Academy.** *[6 POINTS]*

Deliverable: By October 1, 2014, the SIP will include a corresponding professional development and technical assistance outline to address the school's role in implementation.³⁵

³⁴ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(viii) and I.A.2 (d)(3)(i)(A); Satisfies Form TOP2 TD2

³⁵ Satisfies Final Requirements (75 FR 3375) I.A.2(a)(1)(iv) and I.A.2 (d)(1)(i)(D) and I.A.2 (d)(4)(i)(B)

Appendix B_SIG Request for Proposals - Cohort 3_Final

SIG Budget and Alignment of Resources³⁶ [6 POINTS]

1) Form DOE 101S will be automatically populated by budget items entered during completion of the Areas of Assurance and Areas of Focus sections. In the budget form, the LEA will be required to indicate whether the line item is an LEA- or school-level activity; for all school-level activities, the LEA must identify the applicable school(s). This information will be prepopulated to the Description field of the DOE 101S report (see example below). After SIG awards are made, all SIG dollars allocated for school-level activities will be populated to the respective SIP for those schools to further action plan and itemize. Schools will not be allowed to designate SIG dollars in excess of the amounts provided by the LEA for each component of the SIG proposal.

FLORIDA DEPARTMENT OF EDUCATION - BUDGET NARRATIVE FORM (DOE 101S)

- A) Name of Eligible Recipient/Fiscal Agent:** Prepopulated
- B) DOE Assigned Project Number:** Prepopulated
- C) TAPS Number:** Prepopulated

(1)	(2)	(3)	(3)b	(4)	(5)a	(5)b	(5)c	(5)d	(5)e	(6)	(7)
FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	FTE POSITION	Pre-Implementation Amount	Year 1 Amount	Year 2 Amount	Year 3 Amount	Total	% ALLOCATED to this PROJECT	Source
			LEA-Level Activity								Assurance 4
			School A Activity								Assurance 5
			School B Activity								Assurance 7
			School C Activity								DIAP Goal 1, Strategy 4
D) TOTAL					\$	-					

³⁶ Satisfies **FFY13 APP Part II.C** and **Form DOE 905**.

Appendix B_SIG Request for Proposals - Cohort 3_Final

2) Districts must demonstrate commitment to align other resources to SIG interventions. **Evidence: By April 4, 2014, the DIAP will include a description with examples of the district's methodology for aligning other funding resources and/or services with the interventions.**³⁷ [3 POINTS].

Deliverable: By October 1, 2014, the SIP will include corresponding information on the alignment of resources with interventions.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding.³⁸

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate.

Project Performance Accountability and Reporting Requirements³⁹ [3 POINTS]

The **Assurances** and **DIAP Action Plans** include the specific tasks that the grantee is required to perform, the evidence(s) required to demonstrate completed tasks and the timeline for task completion. These items together will automatically populate the implementation timeline and schedule of deliverables (see sample below), which will be monitored throughout the grant period. The Implementation Timeline and Schedule of Deliverables will be reviewed as part of the proposal to ensure the timeline is complete, in logical order and that proposed evidences in the DIAP action plans for SIG goals are clearly related to the strategy or action step.

<i>Sample Implementation Timeline and Schedule of Deliverables</i> ⁴⁰				
Source (Assurance or DIAP Goal, Barrier and Strategy)	Assurance Task, DIAP Action Step or Monitoring Activity	Start Date, where applicable	Deliverables/Evidence of Completion	Due Date

³⁷ Satisfies FFY13 APP Part IB.Part2c

³⁸ Satisfies FFY13 APP Part IB.Part2.c and Part II.B.2

³⁹ Satisfies Form DOE 905

⁴⁰ Satisfies FFY13 APP Part II.B.4

Appendix B_SIG Request for Proposals - Cohort 3_Final

The Department's project managers will track and verify the receipt of required deliverables/services prior to payment, as required by Sections 215.971, and 287.058(1)(d)&(e), F.S. For projects funded via Cash Advance, the Department's project managers will verify that the project's activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

Deliverables must be uploaded or completed directly within the online application and may include, but are not limited to:

- Documents such as manuals, reports, podcasts, videos, training materials, brochures and any other tangible product to be developed by the project.
- Artifacts from training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops or other delivery strategies.

Documentation must be clearly linked to the task, action step or monitoring activity for which it is required. LEAs are encouraged to submit documentation with clear and concise summary descriptions or notes explaining the connection to the task, action step or monitoring activity to facilitate the review process.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes⁴¹

Technical assistance and guidance will be posted at <https://www.flsiponline.com/> by February 3, 2014, and will be updated regularly as frequently asked questions come to the attention of the SIG Program Manager. Technical assistance will be provided as needed to all users with a login account via the SIP Online Intercom system. Programmatic guidance will be provided as needed by DA and BSI staff upon the request of the LEA through April 4, 2014.

Conditions for Acceptance/Substantially Approvable Form⁴²

The following requirements must be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is submitted within the online system no later than 11:59 pm on **April 4, 2014**.
- All components of the proposal are completed, including all Fixed Requirements.
- Application includes required forms:

⁴¹ Satisfies **Form DOE 905**

⁴² Satisfies **Form DOE 905**

Appendix B_SIG Request for Proposals - Cohort 3_Final

- DOE 100A or 100B Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies. The online application will generate this form for printing and signature. **This form must be received in the Office of Grants Management, Attention: FFY13 SIG 1003(g) Competition, Florida Department of Education, 325 W. Gaines Street, Tallahassee, FL, 32399, by close of business on April 4, 2014.**

NOTE: Applications signed by officials other than the appropriate agency head **must** have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.

- DOE 101S- Budget Narrative. **The online application will generate this completed form (see SIG Budget section).**
- Submission of the signed certification signifying compliance with the “General Assurances for Participation in Federal and State Programs” (if not already on file in the FDOE Comptroller’s Office).

Method of Review⁴³

A review process will be used to evaluate the *School Improvement Grant* competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities and geographic locations within Florida. Project proposals are screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed.

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by at least three qualified reviewers representing experienced education professionals.
- Additionally, the FDOE Grants Manager will review proposals for compliance with the programmatic and fiscal policies of the project and make recommendations for revisions. The grants manager does not score proposals.
- Each reviewer will assign a score to each component of the proposal, which will be tallied and submitted to the program office.
- The scores are averaged together. Proposals earning a score of zero for any component or with an average proposal score of less than 70% of possible points (not including bonus points) will not be eligible for funding consideration.

⁴³ Satisfies **Form DOE 905**

Appendix B_SIG Request for Proposals - Cohort 3_Final

Bonus Points

Bonus points will be added to the proposal score for the following criteria:

- Proportion of SIG-eligible out of total number of graded schools in LEA
 - 10-19.99% = 1 point per LEA
 - 20-49.99% = 2 points per LEA
 - 50% or higher = 3 points per LEA
- LEA implementation of SIG in Cohort 1 (Tier I and II) schools
 - One or more schools in Cohorts 1 annually meeting 80% or more of targets = 1 point per LEA
- Poverty Rate
 - 90% or higher = 1 point per school
- Proportion of actual school grades points earned out of total possible in 2012-13
 - Fewer than 50% earned = 1 point per school
- Graduation rates in 2013
 - Under 60% = 1 point per school
- Planning or implementing a model in 2013-14 pursuant to s. 1008.33, F.S.
 - Planning or implementing = 2 points per school

After bonus points are applied, the program office will rank the proposals in order from highest to lowest score to determine award recipients. Awards are subject to the availability of funds. The ranking indicates the perceived overall quality of the proposals, but the FDOE retains the discretion to negotiate with other qualified applicants, as deemed appropriate, to determine the best-suited outcome, such as ensuring a district or region is not overrepresented in Cohort 3.

Fiscal Requirements⁴⁴

Funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and the General Assurances for Participation in Federal and State Programs. URL:

<http://www.fldoe.org/grants/greenbook/default.asp>.

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

NOTE: Project recipients **do not** have the authority to report expenditures before or after dates specified in the DOE 200 timelines.

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment and/or bank statements; all or any of which must be available upon request.

CARDS - Cash Advance and Reporting of Disbursements System (C)⁴⁵

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Cash Advance and Reporting of Disbursements System (CARDS). If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on CARDS.

⁴⁴ Satisfies **Form DOE 905**

⁴⁵ Satisfies **Form DOE 905**

Executive Order 11-02⁴⁶

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-02, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.

⁴⁶ Satisfies **Form DOE 905**

Appendix C: 2014-15 District Improvement and Assistance Plan

This is a paper version of the online template.

All responses in Part I should be drafted specifically in reference to current identified needs of and supports provided to Priority and Focus schools and, where applicable, School Improvement Grant (SIG) targeted schools. As needed, differentiate responses between these groups. The information gathered in Part I is intended to inform the review of data indicators in Part II and provide a foundation for identifying goals, resources and barriers during Part III.

Part I: Current District Status

A. District Leadership Team

The department recommends district-based leadership teams include the turnaround lead, district superintendent and/or associate superintendent(s) of curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, information technology directors, and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners and gifted learners.

1. District turnaround lead information prepopulates from the SIG Request for Proposals (RFP) or TOP-1 survey.
2. Provide contact information for each additional member of the district leadership team:
 - a) Employee's Name
 - b) Position Title
 - c) Email Address
 - d) Phone Number
 - e) Function and Responsibility
 - f) Supervisor's Name and Position Title

B. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a district-managed turnaround model under Section 1008.33, Florida Statutes (F.S.), or a Turnaround, Transformation or Restart EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.¹

C. Stakeholder Engagement

1. Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts. [Link to district Parental Involvement Plan]
2. How does the district involve school leadership in the development and implementation of turnaround plans and other school-level interventions?

¹ Satisfies SIG RFP Assurance 18

Appendix C: 2014-15 District Improvement and Assistance Plan

This is a paper version of the online template.

D. Multi-tiered System of Supports (MTSS)

1. Describe the process through which district leadership identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs (e.g., SIG 1003(g); Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; or other sources, as applicable to the district) to align to interventions in Priority and Focus schools. Include the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.²
2. Describe the process through which district leadership monitors whether core instructional and intervention programs are implemented as intended (i.e., “with fidelity”), how alignment with the Florida Standards is maintained, and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.
3. Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

E. Instructional Programs

1. Reading

Districts are required to annually submit a comprehensive reading plan, detailing the specific use of their research-based reading instruction allocation, for review and approval by the Just Read, Florida! Office, in accordance with Section 1011.62(9)(d), F.S.

The district has an approved K-12 Comprehensive Research-based Reading Plan.

2. Writing, Mathematics and Science

a) List and describe the core, supplemental and intensive intervention programs for writing, mathematics and science the district currently uses at the elementary, middle and high school levels.

The district’s master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the programs listed above.

3. Curriculum Alignment and Pacing

The district’s instructional pacing guides are aligned to Florida’s standards for reading, writing, mathematics and science.

²Satisfies FY13APP PartIB.Part2c

Part II: Expected Improvements

A. Needs Assessment for Targeted Student Subgroups

The DIAP survey prepopulates a listing of all subgroups that did not meet Annual Measurable Objectives (AMOs) in reading or mathematics in the most recent year and provides guiding questions to prepare the team to address the needs of these subgroups, pursuant to paragraph (2)(a) in Rule 6A-1.099811, F.A.C., using the 8-step planning and problem-solving process in Part III. The team should also consider the special needs of subgroups that may not be represented on the district AMO report.

B. Sustaining Improvements

1. If the district's Priority and Focus schools improve as a result of the interventions described in Part III of this plan, describe how the district will sustain the improvements after the school's Differentiated Accountability (DA) designation is removed and/or the SIG program ends. Include any plans to reorganize personnel, redistribute resources and/or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.³
2. Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.⁴

Part III: 8-Step Planning and Problem-solving Process

Districts applying to implement Transformation, Turnaround or Restart EMO are required to address the SIG program "Areas of Focus" in this section. All DIAP goals which address SIG Areas of Focus will be "pushed" to the School Improvement Plans (SIPs) of respective SIG-awarded schools upon award. Schools will not be able to edit the steps but will be able to add school-level action steps.⁵

Develop goals and action plans by engaging in a facilitated planning and problem-solving process, using the following prompts:

Step 1: a) Identify a goal. b) From the list provided, select the data indicators the district will use as evidence the goal has been achieved and set the annual numeric targets for the district and/or for select schools (SIG-targeted schools must have targets for the next three years). *The goal and targets together form a "Theory of Action" [e.g. If we (1a), then we will see (1b)] which will be tested and refined through this process.*

Step 2: Brainstorm which resources are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic "buckets." *Cycle back to Step 1 to refine the goal as the problem becomes better defined by the team.*

³ Satisfies SIG RFP Assurance 20

⁴ Satisfies SIG RFP Assurance 19

⁵ Satisfies SIG RFP Areas of Focus 1-4

Appendix C: 2014-15 District Improvement and Assistance Plan

This is a paper version of the online template.

Step 3: Select one barrier bucket of *alterable elements* (e.g. curriculum, instruction, environment and organizational systems) to address, based on the cost and complexity of implementation and the potential impact the elimination or reduction of the barrier would have on the goal.

Step 4: Brainstorm strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

In Steps 5-8, details must include a description of the activity (“what”); the person(s) responsible for completing the activity (“who”); the start and end dates and frequency (“when”); and the evidence the person responsible will use to demonstrate completion of the activity.

Step 5: Develop an action plan by identifying all steps that need to be taken to implement the strategy selected in Step 4.

- Indicate whether the step is a budget item. Budget items will require additional detail, such as budget codes, a description, funding source and the amount needed at the district level or for a particular school. SIG budget items will require a three-year budget.⁶
- Indicate whether the step is a professional development opportunity (PD) and/or technical assistance (TA). These items will require additional detail, such as the facilitator or developer and the intended audience.

Step 6: Determine how the action plan (Step 5) will be monitored for fidelity of implementation.

Step 7: Determine how the action plan (Step 5) will be monitored for effectiveness at reducing or eliminating the barrier(s) selected in Step 3. *After completion of Step 7, cycle back to Step 4 to select the next strategy, or to Step 3 to select the next barrier bucket, and continue through the steps.*

Step 8: Determine how progress towards the annual targets and goal established in Step 1 will be monitored (what data will be collected and reviewed throughout the year). *After completion of Step 8, cycle back to Step 1 to start on the next goal.*

Appendix I: Professional Development and Technical Assistance Outline⁷

This report will be generated automatically based upon each activity identified as PD and/or TA as part of the 8-step planning and problem-solving process in Part III.

Appendix II: Budget⁸

This report will be generated automatically based upon each budget item identified in the 8-step planning and problem-solving process in Part III.

⁶ Items funded by SIG dollars must be designated as LEA-level or for a specific school. School-level budget items funded by SIG will be pushed to the respective SIP upon award so the school can determine how to itemize school-level budgets. Schools will not be allowed to exceed these set amounts in their budgets for SIG activities.

⁷ Satisfies SIG RFP Area of Focus 5

⁸ Supports SIG RFP Budget

Appendix D: SIG Proposal Rubrics

Purpose of the Rubrics

As the School Improvement Grant (SIG) 1003(g) competition is a highly selective process, the need for a document to guide the scoring of Requests for Proposals (RFP) is imperative for fairness and transparency. The rubrics can be a powerful tool for both the applicant and the reviewer. By clearly outlining the acceptable minimum standard and establishing varying degrees of quality responses, the rubrics provide a means for multiple reviewers to objectively score proposals. Used as a self-assessment instrument during the application process, the rubrics aid in improving the applicants' understanding of expectations for quality proposals.

Proposal Components

Fixed Requirements

Assurances 1-13 are fixed requirements, meaning they must be checked by the district in order to submit the proposal but are not assigned a point value for scoring purposes. These items do not appear in the rubrics.

1-Point Items

District Turnaround Lead and Assurances 14-17 are 1-point items; they must be checked or completed by the district and the appropriate documentation must be submitted for points to be awarded.

3-Point Items

Items within Stakeholder Engagement, SIG Model Selection, Assurances 18-20, Areas of Focus, SIG Budget, and Project Performance Accountability and Reporting Requirements are worth a maximum of 3 points. They are in a "free-response" format and require greater thought from the applicant and, in turn, the reviewer will provide a rationale for the assigned point value. Some items also require documentation as noted. To ensure consistency in scoring, 3-point items are evaluated as follows:

Performance Levels		
Point Value	Rating	Description
3 points	Exceeds	The response <i>exceeds</i> expectations by meeting a majority of "Gold Standard" elements, in addition to all requirements outlined in the standard. The Gold Standard consists of research-based best practices and emerging promising practices.
2 points	Meets	The response <i>meets</i> all requirements outlined in the standard.
1 point	Approaches	The response <i>approaches</i> the standard; however, one or more of the requirements outlined in the standard are not present.
0 points	Not Addressed	The response does <i>not address</i> any of the requirements outlined in the standard.

Appendix D: SIG Proposal Rubrics

The following is a paper version of an online form.

Phase 1: Needs Analysis and Intervention Selection *[22 POINTS]*

District Turnaround Lead *[1 POINT]*

Turnaround Lead	
<i>Standard</i>	<i>Performance Level</i>
<p>The district provided the contact information for the person(s) leading the implementation of turnaround and directly supervising the SIG principals, including the employee's name, position title, email address and phone number, supervisor's name and position title, and a description of their role and responsibilities.</p>	<p><input type="checkbox"/> The district provided the turnaround lead's information. [1 point]</p> <p><input type="checkbox"/> The district did not provide the turnaround lead's information. [0 points]</p>

Stakeholder Engagement *[6 POINTS]*

Stakeholder Engagement		
<i>Role of the community assessment team (CAT) [3 points]</i>		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The CAT has a clearly defined role that, at a minimum, includes reviewing school performance data, determining causes for low performance and making recommendations for school improvement.</p>	<p>✓ Includes purposeful engagement activities throughout the pre-implementation stage and the full implementation of the intervention model, as documented by meeting calendars, agenda items, sign-in sheets and meeting minutes</p>	<p><input type="checkbox"/> Exceeds [3 points]</p> <p><input type="checkbox"/> Meets [2 points]</p> <p><input type="checkbox"/> Approaches [1 point]</p> <p><input type="checkbox"/> Not Addressed [0 points]</p>
<i>Efforts to engage and involve stakeholders in the turnaround option selection process [3 points]</i>		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has employed multiple strategies to authentically engage stakeholders and increase their involvement and contributions in the turnaround selection process, including recruiting members for the CAT, creating materials and holding meetings to build interest in the turnaround process and explain the specific interventions, and conducting surveys regarding turnaround selection.</p>	<p>✓ Includes an analysis of stakeholder survey results</p> <p>✓ Documents efforts to increase number and diversity of stakeholders</p> <p>✓ Includes event calendars, meeting announcements and participation statistics</p> <p>✓ Extends engagement efforts to stakeholders from feeder pattern schools to support common goals for students over time and the community as a whole</p>	<p><input type="checkbox"/> Exceeds [3 points]</p> <p><input type="checkbox"/> Meets [2 points]</p> <p><input type="checkbox"/> Approaches [1 point]</p> <p><input type="checkbox"/> Not Addressed [0 points]</p>

Appendix D: SIG Proposal Rubrics

SIG Model Selection¹ [15 POINTS PER SCHOOL]

In this section, the Gold Standard requires the district to demonstrate they have engaged in a process of inquiry (through quantitative data and qualitative information collected through surveys, interviews and/or focus groups with relevant stakeholders) and subsequent gap analysis to determine the specific needs of the school in each domain before selecting a model to address them.

School Leadership [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has demonstrated understanding of the selected SIG model's requirements for school leadership and described how the selected SIG model will address the leadership needs of the school.</p>	<p>The district has collected and analyzed information regarding the school's leadership needs, including perspectives of the sitting principal, leadership team and teachers. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the leadership qualities essential to addressing the specific needs of the SIG-targeted school.</p> <ul style="list-style-type: none"> ✓ Creates a clear vision of excellent instruction and ensures the School Improvement Plan (SIP) is aligned to support it ✓ Builds relational trust among administrators, teachers, students and parents in order to realize the vision ✓ Demands respect for the vision and values of the school ✓ Demonstrates tenacity and focus on achieving the school's goals ✓ Understands and practices the continuous improvement process ✓ Makes the SIP an essential driver for school improvement ✓ Understands the science of learning and demonstrates it for teachers ✓ Serves as the instructional leader by providing meaningful and timely feedback to teachers ✓ Sets high expectations for all students and teachers ✓ Practices distributed leadership by building leadership skills in teachers and staff and providing them opportunities to lead ✓ Holds all teachers and staff accountable for daily fidelity to the vision ✓ Engages all stakeholders in problem solving around barriers to student achievement ✓ Manages resources efficiently for sustainable improvement 	<p><input type="checkbox"/> Exceeds [3 points]</p> <p><input type="checkbox"/> Meets [2 points]</p> <p><input type="checkbox"/> Approaches [1 point]</p> <p><input type="checkbox"/> Not Addressed [0 points]</p>

¹ The domains and gold standards related to SIG model selection in the rubric were informed and inspired in large part by Bryk, A.S.; Sebring, P.B.; Allensworth, E.; Luppescu, S.; and Easton, J.Q. (2010) *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: The University of Chicago Press.

Appendix D: SIG Proposal Rubrics

Instructional Programs [6 points]		
Promoting public and collaborative teaching [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has demonstrated understanding of the selected SIG model's implications for collaborative teaching and described how the selected SIG model will address the needs of the school in relation to collaborative teaching.</p>	<p>The district has collected and analyzed information regarding collaborative teaching, including teacher perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of teaching essential to addressing the specific needs of the SIG-targeted school:</p> <ul style="list-style-type: none"> ✓ Teachers feel shared responsibility for the success of all students ✓ Teachers feel safe to share practices and areas of expertise with leadership and peers, and to learn from trial and error ✓ Teachers are encouraged and supported to work together on common goals with clear objectives ✓ Teachers are provided adequate time and space to plan and integrate instruction together ✓ Teachers regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices ✓ Teachers are given regular feedback and coaching from knowledgeable others ✓ Teachers seek to grow as professionals for the good of the school 	<p><input type="checkbox"/> Exceeds [3 points]</p> <p><input type="checkbox"/> Meets [2 points]</p> <p><input type="checkbox"/> Approaches [1 point]</p> <p><input type="checkbox"/> Not Addressed [0 points]</p>
Promoting student learning through ambitious instruction [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has demonstrated understanding of the selected SIG model's implications for instruction and described how the selected SIG model will address the needs of the school in relation to instruction.</p>	<p>The district has collected and analyzed information regarding instruction, including student perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of instruction essential to addressing the specific needs of the SIG-targeted school:</p> <ul style="list-style-type: none"> ✓ Instructional programs are aligned to the Florida Standards ✓ Curricula are organized and well-paced within and coordinated across grade levels ✓ Specific, measurable, standards-aligned daily objectives are understood by the teacher and student ✓ Classroom activities, assignments and experiences are designed to meet learning objectives and student learning styles ✓ Students are engaged in interactive, intellectually challenging work and feel responsible for their learning ✓ Daily objectives are assessed routinely and data is used to inform and differentiate further instruction 	<p><input type="checkbox"/> Exceeds [3 points]</p> <p><input type="checkbox"/> Meets [2 points]</p> <p><input type="checkbox"/> Approaches [1 point]</p> <p><input type="checkbox"/> Not Addressed [0 points]</p>

Appendix D: SIG Proposal Rubrics

School Infrastructure [6 points]		
Engaging parents and community in the success of students [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has demonstrated understanding of the selected SIG model's implications for parental and community engagement and described how the selected SIG model will address the parental and community engagement needs of the school.</p>	<p>The district has collected and analyzed information regarding the school's parent and community needs, including teacher, student, parent and community member perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of strong parental and community engagement essential to addressing the specific needs of the SIG-targeted school:</p> <ul style="list-style-type: none"> ✓ School site is a warm and welcoming place for parents/community ✓ School's vision, mission and goals are clearly communicated ✓ School employees understand the needs and values of the parents and community served by the school ✓ Trust between parents/community and school staff is intentionally fostered by leadership ✓ Range of accessible opportunities for parents and community members to be involved in the school's continuous improvement occur frequently and are well publicized ✓ Constructive feedback from stakeholders is encouraged and considered in decision making ✓ Parents and community members feel valued and view the school's success as a shared responsibility 	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]
Creating a safe and supportive school environment [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district has demonstrated understanding of the selected SIG model's implications for creating a positive school environment and described how the selected SIG model will address the needs of the school in relation to school environment.</p>	<p>The district has collected and analyzed information regarding the school's environment, including student and teacher perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of a school environment essential to addressing the specific needs of the SIG-targeted school:</p> <ul style="list-style-type: none"> ✓ Students feel welcomed and safe on school grounds and travelling to the school ✓ Students feel safe and supported to engage in academic inquiry ✓ Students trust teachers and administrators ✓ School site is a stimulating and nurturing environment focused on learning and preparation for college and career ✓ Multi-tiered system of supports is employed schoolwide to coordinate all available resources to meet the needs of students ✓ Non-essential interruptions (e.g., tardies, announcements, student misconduct) are not tolerated during instructional time 	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

Appendix D: SIG Proposal Rubrics

Phase 2: Areas of Assurance and Focus²

Phase 2 maximum point values vary by SIG model. See Appendix E for scoring summaries by model.

Areas of Assurance

Assurance 14: Reassignment of students to higher-performing schools [1 point]	
<i>Standard</i>	<i>Performance Level</i>
The district will close the school and reassign students to higher-performing schools in the district that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	<p>This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points.</p> <p><input type="checkbox"/> The district confirms it has filed the appropriate paperwork with the FDOE School Approval Committee to close the school and uploads a copy of the letter to parents notifying them of the closure and offering the opportunity to enroll their student at a higher-performing school within a radius of “reasonable proximity.” [1 point]</p> <p><input type="checkbox"/> The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]</p>

Closure

Assurance 15: Reopening as a charter [1 point]	
<i>Standard</i>	<i>Performance Level</i>
The district will close the school and reopen as a charter or multiple charters in accordance with Section 1002.33, Florida Statutes.	<p>This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points.</p> <p><input type="checkbox"/> The district confirms it has filed the appropriate paperwork to close the school and apply for a new school identification number with the FDOE School Approval Committee, and will upload the charter contract(s). [1 point]</p> <p><input type="checkbox"/> The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]</p>

Restart Charter

² Several of the gold standards in the rubrics for Areas of Assurance and Areas of Focus were informed and inspired by Perlman, C.L. and Redding, S. (2011) *Handbook on Effective Implementation of School Improvement Grants*. Lincoln, IL: Center on Innovation and Improvement. Retrieved from http://www.centerii.org/handbook/Resources/Handbook_on_Effective_Implementation_of_School_Improvement_Grants.pdf

Appendix D: SIG Proposal Rubrics

Assurance 16: Enrollment of former students [1 point]

<i>Standard</i>	<i>Performance Level</i>
<p>The district will enroll any former student who wishes to attend the school, within the grades the restarted school serves.</p>	<p>This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has uploaded a copy of the letter to parents notifying them of the restart and offering the opportunity to enroll their student. [1 point] <input type="checkbox"/> The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

Restart Charter or EMO

Assurance 17: Oversight of external providers [1 point]

<i>Standard</i>	<i>Performance Level</i>
<p>The district will follow established policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings.</p>	<p>This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has uploaded a description of their recruitment screening and selection process. [1 point] <input type="checkbox"/> The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

All models, where applicable

Appendix D: SIG Proposal Rubrics

Assurance 18: Operational flexibility [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP (question I.B) defines “operational flexibility” in a way that demonstrates how it will provide operational flexibility in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<ul style="list-style-type: none"> ✓ Provides waivers or exemptions from traditional district policies that restrict flexibility ✓ Grants greater autonomy, similar to schools with charters, to schools implementing a turnaround model when compared (on average) with other district schools 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

Transformation, Turnaround and Restart with EMO

Assurance 19: Enhancement of district policies and practices [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP (question II.B.2) identifies a list of policies and practices that need to be added, modified, or removed and provides a rationale of how the proposed changes will enhance current policies and practices that may be creating barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends. Includes the steps required to make the modifications and the person(s) responsible for implementation and follow-up.</p>	<ul style="list-style-type: none"> ✓ Draws connections to specific barriers to a goal or to implementation of a strategy identified by the district in the problem-solving section of the DIAP to address the SIG Areas of Focus ✓ Prioritizes policies and practices that need modifications based on most immediate need ✓ Includes modifications to staffing, scheduling and budgeting where needed to increase and support operational flexibility at the school 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models

Assurance 20: Sustainability of reforms [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP (question II.B.1) includes a plan to sustain improvements after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</p>	<ul style="list-style-type: none"> ✓ Encourages a fundamental shift in thinking, promoting interventions as ongoing reforms from the onset ✓ Engages the community throughout the decision-making and implementation processes ✓ Creates or strengthens potential impact of a designated school improvement or “turnaround” office ✓ Identifies internal and external resources and capabilities available ✓ Considers and plans for changes that may hinder future implementation (e.g., personnel turnover, funding) 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models except Closure

Appendix D: SIG Proposal Rubrics

Areas of Focus

Areas of Focus are addressed in the District Improvement and Assistance Plan (DIAP) using the 8-step planning and problem-solving (8SPPS) process.

8-Step Planning and Problem-Solving Process [3 points]			
<i>Each of the following four subsections represents combinations of related steps and will be scored on a scale of zero to three. An average of the scores will be calculated, resulting in a final score (ranging from zero to three) for the 8SPPS process.</i>			
Goals (Steps 1 and 8) – Creating and Testing a Theory of Action			
	Standard	Gold Standard	Performance Level
Step 1	a) The goal is specific, helps to focus the district on systems-level changes that will support the highest areas of need, and describes the desired outcome that would result from a problem or set of problems being resolved. b) One or more data indicators are selected and rigorous yet attainable targets are set for three years. Together, 1a and 1b form a coherent “theory of action” (i.e., “If we do [1a], we will see [1b]”).	✓ Addresses the needs of subgroups not meeting annual measurable objective (AMO) targets for the prior school year, and the special needs of subgroups not addressed by AMOs (e.g., migrant, homeless, neglected and delinquent)	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]
	Step 8	The goal’s monitoring plan includes the process for collecting and using data to determine if progress toward the goal is satisfactory, the person responsible for monitoring, a schedule to measure and monitor incremental changes and the evidence of progress monitoring that will be expected (e.g., data analysis report).	
Resources and Barriers (Steps 2 and 3) – Analyzing Root Causes			
	Standard	Gold Standard	Performance Level
Step 2	a) The resources relate to the stated goal and are currently available to the school. b) The barriers relate to the stated goal and are conditions that limit the effectiveness of current efforts to improve student achievement.	✓ Resources include fiscal, material, human and social. Data is used to find those resource(s) which may be having an impact ✓ Barriers are grouped into thematic buckets	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]
	Step 3	The selected barriers are alterable elements of curriculum instruction, environment and/or organizational systems. They are wide-reaching, immediately actionable, and highly impactful on the goal if removed.	

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Strategies and Action Steps (Steps 4 and 5) – Planning to “Do”			
	Standard	Gold Standard	Performance Level
Step 4	A rationale is provided for each selected strategy. The selected strategies will enable the school to address, reduce or eliminate the targeted barrier.	<ul style="list-style-type: none"> ✓ Includes research-based strategies that have been shown to be effective in similar school settings ✓ Makes full use of the available resources 	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]
Step 5	The action steps create a detailed plan to take the strategy from non-implementation to full implementation. Each step identifies one task that will be completed and by whom, specific dates or a schedule for completion, who will ensure the task is carried out, and the evidence of completion (deliverables) they will provide. Action steps that require the expenditure of funds for a resource are marked as budget line items. Action steps that need to be included in the professional development (PD) and technical assistance (TA) report are marked as PD or TA items. Any action step that requires a school-level implementation and/or budget expenditure is tagged to the respective school(s).	<ul style="list-style-type: none"> ✓ Action steps together form a cohesive and realistic implementation timeline for the strategy ✓ Responsibility for action steps is distributed across teams ✓ Documentation is provided to show all persons responsible have been provided the assigned task, timeline and expected deliverables ✓ Proposed evidence of completion (deliverable) is meaningful 	
Strategy Monitoring Plans (Steps 6 and 7) – Monitoring Fidelity and Effectiveness			
	Standard	Gold Standard	Performance Level
Step 6	The strategy monitoring plans include what will be done to monitor the fidelity of implementation of the strategy as a whole (all action steps), who will monitor, how often the monitoring will occur (e.g., frequency, specific dates, schedule), and what evidence of monitoring will be collected to determine whether the action plan established in Step 5 was implemented with fidelity.	<ul style="list-style-type: none"> ✓ Outlines the support that will be provided for person(s) implementing the action plan (Step 5) ✓ Provides documentation to show all persons responsible for steps in the action plan have been provided the monitoring protocols ✓ Identifies the party responsible for evaluating the collected data and ensuring the leadership team considers the data during future problem-solving sessions. 	<input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]
Step 7	The strategy monitoring plans include what data will be collected to monitor the effectiveness of the strategy and the benchmark for success; who will collect, chart and prepare the data; how often data will be collected and evaluated (e.g., frequency, specific dates, schedule); and what evidence of monitoring will be collected to determine whether implementation of the action plan in step 5 has reduced or eliminated the barrier to the goal.	<ul style="list-style-type: none"> ✓ Establishes predetermined intervals to inform the leadership team of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed (as evidenced by data review) ✓ Uses multiple data measures where possible and relevant 	

Appendix D: SIG Proposal Rubrics

Areas of Focus 1-4 are addressed through the 8-step planning and problem-solving process. They may each be addressed in a separate goal, or as combinations of one or more goals and strategies.

Area of Focus 1: Design and implementation of a schoolwide multi-tiered system of supports [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP establishes an action plan to design and implement a schoolwide multi-tiered system of supports (MTSS) that includes the processes through which district leadership will identify and align all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes; monitor whether instructional and intervention programs are implemented as intended (i.e., “with fidelity”) and whether they are effective; and allocate resources to schools.</p> <p>For the Turnaround model, the MTSS must provide appropriate social-emotional and community-oriented services and supports to students.</p>	<ul style="list-style-type: none"> ✓ Develops a plan to facilitate the sharing of information between all stakeholders and building of districtwide consensus to support MTSS structures ✓ Uses common language and avoids overuse of professional jargon and acronyms ✓ Describes how the district leadership team identifies organizational issues at the district and school levels that may be impacting district goals ✓ Includes asset mapping to indicate distribution of resources ✓ Describes the data source(s) and management system(s) used by the district leadership team to generate student-outcome-focused goals and priorities ✓ Includes a mechanism for regular reflection and review to adjust plans and supports 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models except Closure

Area of Focus 2: Identification and implementation of a Florida Standards-based instructional program [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP establishes an action plan to identify and implement a Florida Standards-based instructional program.</p>	<ul style="list-style-type: none"> ✓ Offers opportunities for teachers to be involved in the process to make explicit connections between instruction and the standards ✓ Provides schools with a district curriculum guide that is comprehensive, integrated across grade levels and aligned with the Florida Standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models except Closure

Appendix D: SIG Proposal Rubrics

Area of Focus 3: Promoting the continuous use of student data to inform and differentiate instruction [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP establishes an action plan to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.</p>	<ul style="list-style-type: none"> ✓ Incorporates multiple types of data including demographic, student learning, perception and process data ✓ Encourages data-based decision making for student placement, changes to instruction, evaluating the effectiveness of instruction and identifying systemic areas of weakness ✓ Identifies differentiated instruction as an approach to instructional and organizational practices ✓ Uses the coaching model to support teachers in implementing differentiated instruction in the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models except Closure

Area of Focus 4: Increasing learning time [3 points]		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP establishes schedules and implements strategies that provide increased learning time in the amount of 300 hours annually, to include: 180 hours for 60 minutes of daily, core reading instruction; 90 hours for teachers to collaborate, plan and engage in professional development weekly within and across grades and subjects; and 30 hours annually dedicated to monthly enrichment activities, such as service learning, experiential learning and physical education, designed to build relational trust between students, teachers, parents and administrators.</p>	<ul style="list-style-type: none"> ✓ Promotes increased learning time to school staff, parents and students as an incredible opportunity for professional and student growth ✓ Focuses on building teacher capacity to deliver high-quality differentiated instruction ✓ Includes early and ongoing professional development for implementing teachers on topics such as the use of diagnostic data, intervention design, needs of readers at varied levels, whole group instruction and small group instruction ✓ Creates a “coalition of the willing” by allowing teachers to opt in or out of the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

Transformation and Turnaround

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Area of Focus 5: Professional development and technical assistance [6 points, 3 for professional development and 3 for technical assistance]
This area is embedded throughout each of the first four Areas of Focus and is not meant to be a stand-alone goal.

<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district’s DIAP includes a professional development and technical assistance outline for each school, which at a minimum includes sending a leadership team from each school along with a district leadership team to the Differentiated Accountability Summer Academy during the pre-implementation period. The outline creates a plan to provide staff ongoing, high-quality, job-embedded professional development as well as ongoing, intensive technical assistance and related support from the district, state or designated external lead partner organization. All professional development and technical assistance is aligned authentically to district and school goals and barriers and to the school’s comprehensive instructional program, and is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Monitoring for fidelity and effectiveness via changes in practice will be integrated with existing district and school evaluation systems.</p>	<ul style="list-style-type: none"> ✓ Includes at least one professional development opportunity and technical assistance item for each of the above Areas of Focus ✓ Incorporates professional development activities such as peer observation, mentoring/mentee opportunities, lesson study, team and department study groups, and action research projects, in addition to traditional workshops ✓ Provides opportunities for school administrators to participate in professional development activities to advance their leadership skills ✓ Differentiates professional development opportunities based on the individual needs of the schools, administrators and teachers, as evidenced by student and teacher data ✓ Ensures technical assistance materials are developed for all stakeholder groups that may be involved in or affected by an activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]

All models except Closure

Appendix D: SIG Proposal Rubrics

SIG Budget *[6 POINTS]*

SIG Budget		
<i>Budget [3 points]</i>		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The budget adequately supports full and effective implementation of the proposed model for each targeted school and clearly delineates LEA-level expenditures from school-level expenditures. Expenditures are described clearly and justifications provided where needed to help reviewers understand the rationale. All line items, including those related to pre-implementation activities to prepare for successful implementation of the model, are allowable, reasonable, and necessary for implementing the stated strategies in order to achieve the proposed goals and targets set for the school.</p>	<p>✓ Tapers the budget by year 3 in order to encourage sustainability of improvements</p>	<p><input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]</p>
<i>Alignment of other resources to SIG interventions [3 points]</i>		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The district's DIAP (Question I.D.1) includes a description of their methodology and examples of how the district will coordinate and supplement federal, state and local funds, services and programs to align to interventions in SIG schools. Includes the person/people responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.</p>	<p>✓ Uses the budgets developed in the DIAP to demonstrate alignment of supplemental federal funds [in addition to SIG 1003(g) funds] to the district's school improvement goals</p>	<p><input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]</p>

Project Performance Accountability and Reporting Requirements *[3 POINTS]*

Implementation Timeline and Schedule of Deliverables		
<i>Standard</i>	<i>Gold Standard</i>	<i>Performance Level</i>
<p>The implementation timeline is complete, in logical order and proposed evidences in the DIAP action plans for SIG goals are clearly related to the strategy or action step. Documentation in the schedule of deliverables is clearly linked to the task, action step or monitoring activity for which it is required.</p>	<p>✓ Includes clear and concise summary descriptions or notes explaining the connection between the deliverable and the task, action step or monitoring activity</p>	<p><input type="checkbox"/> Exceeds [3 points] <input type="checkbox"/> Meets [2 points] <input type="checkbox"/> Approaches [1 point] <input type="checkbox"/> Not Addressed [0 points]</p>

Appendix E_SIG Cohort 3 RFP Scoring Summary
Individual School Score Sheet (**Turnaround Model**)

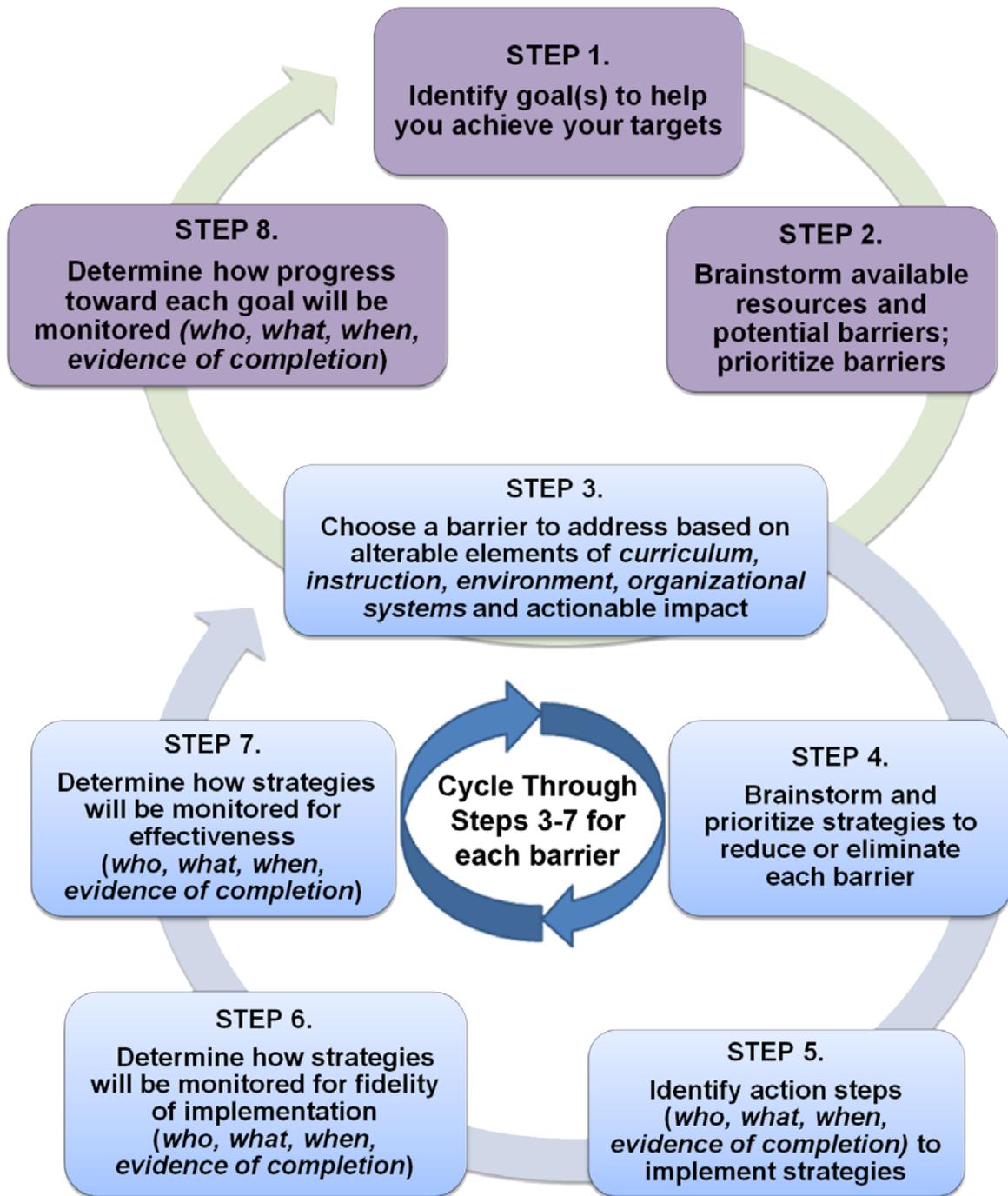
	Max Points	Applied
Intent to Apply	FIXED	Per LEA
Phase 1		
District Turnaround Lead (1 point)	1	Per LEA
Stakeholder Engagement (6 points)	6	Per LEA
SIG Model Selection / Alignment of Need (15 points per school)		
Providing Effective Leadership	3	Per School
School Infrastructure (Engaging Parents and Creating a Positive School Environment)	6	Per School
Instructional Program (Promoting Collaborative Teaching and Ambitious Instruction)	6	Per School
Phase 1 Subtotal: Possible Points per LEA/School Combination	22	
Phase 2		
Areas of Assurance (10 points)		
Assurances 1-11, 13	FIXED	Per LEA
Assurance 17	1	Per LEA
Assurances 18-20	9	Per LEA
Areas of Focus (21 points)		
8-Step Planning and Problem-Solving Process	3	Per LEA
Area 1 (Multi-Tiered System of Supports)	3	Per LEA
Area 2 (Instructional Program)	3	Per LEA
Area 3 (Differentiated Instruction)	3	Per LEA
Area 4 (Increased Learning Time)	3	Per LEA
Area 5 (Professional Development and Technical Assistance)	6	Per LEA
Budget and Alignment of Other Resources (6 points)	6	Per LEA
Timeline (3 points)	3	Per LEA
Phase 2 Subtotal: Possible Points per LEA/School Combination	40	
Proposal Total: Possible Points per LEA/School Combination	62	
<i>Minimum points needed for 70% eligibility threshold</i>	<i>43.4</i>	

Bonus Points		
Bonus Points per School (5 points)		
Poverty Rate	1	Per School
Low School Grades Points	1	Per School
Low Graduation Rate	1	Per School
Planning or Implementing Turnaround	2	Per School
Bonus Points per LEA (4 points)		
SIG-Eligible Proportion	3	Per LEA
Prior SIG Implementation	1	Per LEA
Bonus Total: Possible Points per LEA/School Combination	9	
Proposal Total: Possible Points, including Bonus Points, per LEA/School Combination	71	

APPENDIX F: A GUIDE
TO 8-STEP PLANNING
AND PROBLEM-
SOLVING FOR SIG
PROPOSALS

2014

Appendix F_8-Step Guidance



Appendix F_8-Step Guidance

Introduction

Over the past decade, Florida engaged in systems-level change to implement a Multi-Tiered System of Supports (MTSS) at all levels of the educational system to more effectively meet the academic and behavioral needs of all students. “Need-driven” decision-making seeks to ensure resources reach the appropriate students at the appropriate levels to accelerate the performance of *all* students within a school to achieve and/or exceed proficiency.

The purpose of a systems approach to change is not only to fix problems but build capacity of the system to self-correct and be able to anticipate and resolve issues more efficiently through the ongoing use of a structured, data-based, problem-solving process. This process requires that planning team members be able to collaborate to move through the following stages:

- Accurate identification of problems and goals
- Analysis of data to determine and validate root causes of undesirable outcomes
- Design, support, and implementation of interventions
- Use of data to evaluate progress toward the goals and make adjustments to interventions as needed

There are many research-based models which encompass these stages, and the Florida Department of Education has adapted an 8-Step planning and problem-solving model to assist teams in designing and implementing meaningful and effective plans.

Planning Teams

The planning team must be representative of all stakeholders who will be impacted by its decisions. This will increase the likelihood that a true understanding of the problems and resources within a system will be attained and action plans developed to address systems change will have the necessary buy-in to be implemented as intended. Additionally, the planning must occur together as a full team, ideally from start to finish, but especially in Steps 1-3 of problem solving. Partitioning out steps or content areas to various team members and then trying to piece it together again will not result in meaningful and effective plans.

Roles within the planning team should be established from the beginning: for instance, a team might assign a Facilitator, a Recorder, and a Timekeeper to each meeting. It could be the same people each time the group meets or it could be a rotating designation to allow each person to practice such skills. In either case, the roles should be defined and understood by all on the team.

Facilitators

Facilitators play a very important role in the 8-step process, especially when the planning team is composed of multiple stakeholders representing various interests. The job of the facilitator is not to direct the discussion but to create a safe and structured space for true collaboration to occur, listen and ask open-ended or clarifying questions, summarize information presented during meetings and ask for consensus, and prompt participants to follow group norms and procedures.

Brainstorming

Much of the problem-solving process is spent brainstorming before selecting priority barriers and corresponding strategies to incorporate into the plan. The purpose of brainstorming is to get all ideas on the table so that a full picture of the situation can be understood. It can be tempting to

Appendix F_8-Step Guidance

evaluate or criticize suggestions as they are offered. However, this practice may inhibit creativity and reduce the likelihood that all members will continue to participate. Once a person gets an idea “shot down,” they are more likely to keep to themselves.

A good facilitator will employ certain norms to ensure all members have the opportunity to speak. One method is a “round-robin” approach, in which the group literally goes around the circle repeatedly to allow each person to state a barrier, resource, or strategy (depending on the step) without any additional discussion until all ideas are exhausted. As each idea is stated, a recorder should write them down in clear and concise words/phrases.

Brainstorming sessions may be more productive if completed offline using a worksheet and/or by simply using chart paper so that all present can see the results.

Moving through the Process

While the team should strive to move through all eight steps, and generally in order, problem-solving will not necessarily occur in lockstep fashion. Sometimes the group will need to cycle back to Step 1 to reframe the goal after a particularly illuminating brainstorming session in Step 2 of identifying true barriers. Instances like these are common and can be embraced to a point that they do not indefinitely stall the process. A good facilitator will understand the difference between productive discussion and “wheel-spinning” and be able to encourage the group to move on when the time is right.

Monitoring

There are four modes of monitoring in the 8-step process.

- To ensure each step in the action plan is carried out. This occurs in Step 5.
- To establish whether strategies, including all associated action steps, are being implemented with *fidelity*, which simply means “as intended.” This occurs in Step 6.
- To understand whether strategies are effective in reducing the targeted barrier to the goal. This occurs in Step 7.
- To gauge progress toward the targets and goal itself in order to determine whether any course adjustments need to be considered. This occurs in Step 8.

Throughout Steps 5-8 you will identify persons responsible (the “who”). Sometimes this person is not part of the planning team. In these cases, an action step might be added to the plan in which a member of the planning team becomes responsible for reaching out to that person by a certain date to explain the step and ask for their participation. The role of each person assigned as the “who” in each step should be clearly defined, understood by all stakeholders, and supported by their supervisors.

The four are distinct and equally important to the process. Step 8, while listed last, must be considered from the outset, to determine whether the goal can be measured and how. If the goal is not measurable it cannot be monitored.

Appendix F_8-Step Guidance

Guidance on each step

Step 1: a) Identify a goal. b) From the list provided, select the data indicators the district will use as evidence the goal has been achieved and set the annual numeric targets for the district and/or for select schools (SIG-targeted schools must have targets for the next three years).

When sitting down to identify goals, the team must be prepared with the right data in a digestible format. The needs analysis exercise will have prompted the team to analyze the current state of affairs at the school. It is imperative that goals be based upon verified information and not feelings or guesses. Equally imperative is that progress toward goals be measurable and that specific measures (i.e. Targets) be identified from the outset. In both cases, data sources may be quantitative or qualitative in nature but must be documented.

There must be at least one goal but there is no limit to the number you must establish. Keep in mind that for each potential goal there are eight steps to complete in the problem-solving process. Therefore, it is not recommended that a team draft a lengthy list of goals (e.g., if ten goals are written, that amounts to 80 steps). Instead, choose a small number (1-3) of meaningful goals that can reasonably be addressed over the next three years. The purpose of the 8-Step process is not to necessarily touch on every problem in one year, but is instead intended to engage in strategic problem solving, addressing the highest areas of need.

- Goals should support one or more data targets and may cross content areas.
- Goals are specific and detailed.
- Goals describe the desired outcome that would result from a problem being resolved.
- Goals are measurable but may not be numeric.
- Goals are rigorous but attainable within the timeframe allotted

The goal and targets together form a “Theory of Action” [e.g. If we (1a), then we will see (1b)] which will be tested and refined through this process.

It is recommended that goals specifically address the needs of subgroups not meeting Annual Measurable Objective (AMO) targets for the prior school year, and the special needs of subgroups not addressed by AMOs (e.g., migrant, homeless, neglected and delinquent).

Examples

- ✓ Increase students’ comprehension of rigorous text through the use of reading for meaning strategies.
- ✓ Improve students’ critical thinking skills by teaching compare and contrast strategies.
- ✓ Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Step 2: Brainstorm which resources are available to support the goal and barriers that could hinder achieving the goal. Organize barriers into thematic “buckets.”

Brainstorm Resources

- Resources include anything that is already available that can be used to achieve the goal.
- They may include tangibles such as personnel, professional skills, budgets, and supplies, or intangibles such as attitudes and cultural climates.
- Resources that are not already available to you could be listed as barriers, if you feel they are necessary to reaching your goal.

Appendix F_8-Step Guidance

Examples

- ✓ Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers, etc.

Brainstorm Barriers

A structured planning and problem-solving process helps focus attention toward objective evidence and solutions rather than subjective assumptions and time-consuming guesses. Step 2 is designed to identify and verify the root causes of the current outcomes experienced at a school by analyzing existing barriers to the goals that have been identified. The alternative tends to result in the inefficient and usually ineffective practice of tossing possible solutions at a perceived problem. Often, the perceived problem is simply a symptom of the root cause.

For example, in a school where reading scores have dropped over the last year, systematically working through the eight steps could lead a team to identify that the English/language arts department had a sixty percent teacher turnover rate and excessive teacher absence during that time. When root causes are identified and verified with evidence, it then becomes possible to effectively match solutions to address the root cause and ultimately lead to the desired goal. In this example, rather than setting a goal to improve FCAT reading scores, a more effective, specific goal might be related to improving teacher engagement, as evidenced by increased teacher attendance and student outcomes. Achievement of this goal would address the verified root causes, and addressing the root causes will ultimately lead to attainment of the school's targets to increase student achievement.

- Don't skip the brainstorming process! Identify all possible barriers before moving to the categorizing phase. During brainstorming all ideas are valid; team members should refrain from passing judgment on or asking questions about ideas put forward.
- Cycle back to Step 1 to refine the goal as the problem becomes better defined by the team.

Examples

- ✓ Instructional strategies, scheduling, assessment practices, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards, etc.

Categorize Barriers

- Distinguish between barriers that are symptoms and root causes; focus on the root causes.
 - Keep asking "why" until you get to root causes; keeping in mind that barriers are "alterable conditions," things you can change.
- Group alike barriers into thematic "buckets" which can be addressed as a whole – you may find some are duplicative or subsets of others.
- During this exercise team members may ask clarifying questions to determine whether barriers should remain on the list.

Step 3: Select one barrier bucket of *alterable elements* (e.g. curriculum, instruction, environment and organizational systems) to address, based on the cost and complexity of implementation and the potential impact the elimination or reduction of the barrier would have on the goal.

Appendix F_8-Step Guidance

Prioritize Buckets

- Ensure barriers listed are alterable existing conditions that limit the effectiveness of current efforts to improve student achievement.
 - Ask...What can we change that will help achieve the goal?
- Identify the highest priority barriers.
 - Ask...Which barriers can we afford the time and resources to address?
 - Ask...Which barriers, if removed, would result in the greatest impact on the goal?
 - Ask...Which barriers are of shared interest across the team?
- Finalize your list of targeted barriers. These are your high-priority barriers that you wish to address throughout the year.

Select one priority barrier at a time and apply Steps 4-7. You will not need to complete Steps 4-7 for all targeted barriers in one sitting. The *SIP Online* will store your targeted barriers until you are ready to brainstorm strategies to address them.

Step 4: Brainstorm strategies that could be used to eliminate or reduce the selected barrier bucket; include the rationale for each strategy. Select a strategy to develop an action plan for implementation.

The same approach for identifying barriers will apply in this step, starting with a free-flowing idea session and ending with a process of prioritization. Remember, strategies are actions taken to address, reduce, or eliminate a *targeted barrier*; they are not detailed action steps (those will be outlined in Step 5).

The list of resources identified in Step 2 can serve as a starting point for this discussion. Rather than reinventing the wheel, often a resource just needs to be repurposed or better implemented in order to be effective in reducing a barrier.

It is important in this step to examine the current programs and projects already in place at the school. Brainstorming new strategies does not necessarily mean you have to “add something to your plate.” A strategy can actually be to stop doing something, or to refine current projects. Since we have a finite amount of time each day, for every new program or project added, there should be thought given to what could be taken off your plate.

For each strategy listed, be sure to consider how it supports or complicates other strategies in the SIP or those already being implementing at the school. This will ensure that selected strategies are integrated rather than isolated.

When prioritizing strategies, ask:

- Is this an evidence-based practice?
- To what extent does it impact or remove the priority barrier?
- Is it doable within current resource constraints? A “no” here should not necessarily eliminate the strategy, but procurement of a new resource will need to be included as part of the action plan created in Step 5. You will be able to indicate if an action step is a budget line item, which will then help you complete the budget.

Depending on how many strategies you have identified to reduce or eliminate the barrier, you will not necessarily need to complete Steps 5-7 for all strategies in one sitting. The *SIP Online* will store your identified strategies until you are ready to create an action plan for each.

For each strategy entered, include a rationale for why the team believes it will help to reduce or eliminate the barrier.

Appendix F_8-Step Guidance

Step 5: Develop an action plan by identifying all steps that need to be taken to implement the strategy selected in Step 4.

This is where you build your detailed action plan, step by step, to implement your selected strategy for reducing or eliminating the barrier to the goal.

For each *action step*, identify:

- **What** will be done specifically and by whom (including as much detail as possible).
- **Who** will ensure the action step is carried out (who is responsible for completing the step).
- **When** and for how long it will be implemented (start/end dates, frequency).
- How you will monitor task completion (what **evidence** you will collect).
- Indicate whether the step is a **budget** item. Budget items will require additional detail, such as budget codes, a description, funding source and the amount needed. SIG 1003(g)-funded budget items will require a three-year budget.
- Indicate whether the step is a **professional development opportunity (PD) and/or technical assistance (TA)**. These items will require additional detail, such as the facilitator or developer and the intended audience.

Well-developed action plans will have multiple steps and each step should only include one task. For example, “developing and delivering professional development” would be at least two separate action steps in your plan.

Step 6: Determine how the action plan (Step 5) will be monitored for fidelity of implementation.

For each *strategy*, develop a plan that will support the team in completing action steps on time and as intended. This plan should be viewed as a proactive approach of providing support to help the team stay on schedule rather than reactive after you have already fallen behind. This type of monitoring is meant to be supportive, not punitive. Include:

- **What** will be done to monitor fidelity of implementation of and support for the strategy. This might include looking at the evidence of completion submitted for each step of the action plan, actually observing the steps, or a combination. The monitoring plan should also outline what support will be provided for person(s) implementing the action plan (e.g. ensuring necessary materials are obtained, providing protected time to complete tasks).
- **Who** is responsible for monitoring the strategy. This person might be seen as a “project manager” for the strategy, in that they will ensure all tasks identified in the action step are implemented on time and as intended by the planning team, which may include looking for additional resources if needed to make it happen.
- **When** and how often monitoring will occur (dates/schedule/frequency).
- How **evidence** of completion of monitoring activities will be collected/reported.

Step 7: Determine how the action plan (Step 5) will be monitored for effectiveness at reducing or eliminating the barrier(s) selected in Step 3.

For each *strategy*, develop a detailed plan that explains how data will be collected to evaluate whether the strategy is working and using what benchmarks. Include:

- **What** data will be collected and set benchmarks for success. What will successful implementation produce? What will questionable or poor implementation produce, and what will we do if we see those results or lack of results?

Appendix F_8-Step Guidance

- **Who** is responsible to collect, chart, and prepare data.
- **When** data will be collected and evaluated. Use multiple measures where possible.
- How **evidence** of completion of monitoring activities will be collected/reported.

At predetermined intervals, the team should be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.

After completion of Step 7, cycle back to Step 4 to select the next strategy, or to Step 3 to select the next barrier bucket, and continue through the steps.

Step 8: Determine how progress towards the annual targets and goal established in Step 1 will be monitored (what data will be collected and reviewed throughout the year).

For each *goal*, include:

- **Who** is responsible to monitor progress toward the goal. Ensure critical decision makers are involved.
- The process (**what**) for using data collected through Step 7 and/or collecting additional data to decide if progress toward the goal is satisfactory. Determine criteria to evaluate results and plans for what you will do to address each type of result (positive, questionable, or poor). Use multiple measures where possible.
- A schedule to measure and monitor incremental changes (**when**).
- How **evidence** of completion of monitoring activities will be collected/reported.

At predetermined intervals, decide as a team to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.

After completion of Step 8, cycle back to Step 1 to start on the next goal.

Professional Development and Technical Assistance

This report will be generated automatically based upon each activity identified as PD and/or TA as part of the 8-step planning and problem-solving process for the Areas of Focus. Review the information to ensure the plan includes all required components and reads smoothly. Any necessary revisions must be made in the appropriate problem-solving section.

Budget

This report will be generated automatically based upon each budget item identified in the Areas of Assurance or in the 8-step planning and problem-solving process for Areas of Focus. Review the budget to ensure all is accurate. Any necessary revisions must be made in the appropriate problem-solving section.

FLORIDA DEPARTMENT OF EDUCATION



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Pam Stewart
Commissioner of Education

December 20, 2013

Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Assistant Secretary Delisle:

I am writing to request a waiver of the requirements listed below. These waivers would allow any local educational agency (LEA) in Florida that receives a School Improvement Grant (SIG) to use those funds in accordance with the final requirements for SIG and the LEA's application for a grant.

The Florida Department of Education 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 its priority and focus schools.

- Waive the school eligibility requirements in Section I.A.1 of the SIG final requirements, in order to enable the State to replace its Tier I, Tier II and Tier III schools with its list of priority and focus schools that meet the definition of "priority or focus schools" in Florida's approved Elementary and Secondary Education Act (ESEA) Flexibility Request.

Florida assures that its methodology for identifying priority and focus schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying

Assistant Secretary Delisle
December 20, 2013
Page Two

Florida's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Florida assures that it provided all LEAs in the State with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, Florida will submit subsequently copies of any comments it receives from LEAs.

Florida also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public by posting the information at <http://www.fldoe.org/bsa/title1/parta-1003a-1003g.asp#1>.

Please feel free to contact Shannon Houston, Senior Educational Program Director in the Bureau of School Improvement, by phone at 850-245-0007 or email at shannon.houston@fldoe.org if you have any questions regarding this request. Thank you for your consideration.

Sincerely,


Pam Stewart

cc: Title I Directors
School Improvement District Contacts
Differentiated Accountability Regional Executive Directors

Enclosure

FLORIDA DEPARTMENT OF EDUCATION



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Pam Stewart
Commissioner of Education

MEMORANDUM

TO: School District Superintendents

FROM: Bureau of School Improvement

DATE: December 20, 2013

SUBJECT: SIG Waiver

Contact Information:

Shannon Houston

850-245-0007

Shannon.Houston@fldoe.org

DPS: 2013-182

The final requirements for the School Improvement Grant (SIG), Section 1003(g) of the Elementary and Secondary Education Act (ESEA), invite state educational agencies (SEAs) to request waivers of certain requirements in order to allow local educational agencies (LEAs) that receive those funds to use them in accordance with the final requirements and the LEA's application for such a grant.

The Florida Department of Education (FDOE) will be soliciting the following waiver and is inviting comments on its request to:

Waive the school eligibility requirements in Section I.A.1 of the SIG final requirements, in order to enable the State to replace its Tier I, Tier II, and Tier III schools with its list of priority and focus schools that meet the definition of "priority or focus schools" in Florida's approved ESEA flexibility request.

SIG Waiver
December 20, 2013
Page Two

The methodology for defining the list of priority and focus schools in the ESEA flexibility waiver is as follows:

1. The list defines all schools receiving a grade of “F” for 2011-12 as “Priority” and all schools receiving a grade of “D” for 2011-12 as “Focus.”
2. The Priority list also includes all SIG Cohort I and II schools, regardless of the 2011-12 school grade.
3. The Focus list also includes all Title I high schools with a grade of A, B, or C and a graduation rate below 60 percent in 2011-12.

The proposed eligibility list is attached. Any school receiving SIG 1003(g) funds in 2013-14 and any school that closed after the priority and focus lists were published have been excluded from the eligibility list.

If you have comments on the proposed waiver, please submit them to bsi@fldoe.org by Monday, January 6, 2014.

PS/sh

cc: Title I Directors
School Improvement District Contacts
Differentiated Accountability Regional Executive Directors

From: [Conage Mary](#)
To: [BSI](#)
Subject: RE: Comments on SIG Waiver Proposal (Pinellas)
Date: Monday, January 06, 2014 7:40:47 AM

Thank you so much for your responses! ☺ This answers my questions, and I do not have additional comments.

Have a wonderful day,
MC

From: BSI [mailto:BSI@fldoe.org]
Sent: Tuesday, December 31, 2013 3:11 PM
To: Conage Mary
Subject: RE: Comments on SIG Waiver Proposal (Pinellas)

Ms. Conage:

Happy holidays, and thanks for your email! I have provided responses to your questions below.

Regards,
Shannon

~~~~~

Shannon Houston  
Sr. Educational Programs Director  
Bureau of School Improvement  
Florida Department of Education

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**From:** Conage Mary [mailto:CONAGEM@pcsb.org]  
**Sent:** Friday, December 20, 2013 4:53 PM  
**To:** BSI  
**Cc:** Matway Lori; Lemire Susan; Torbert Isabella  
**Subject:** Comments on SIG Waiver Proposal (Pinellas)

Below are comments regarding SIG Waiver proposal from Pinellas County Schools. Depending on the answer to questions below, I may have more comments.

- The memo states that schools receiving SIG funds during school year 13-14 are excluded from the proposed eligibility list. Can you clarify the implications of this exclusion for these schools in the future? Some of Pinellas' schools that the greatest need (Fairmount Park and Lakewood) are currently receiving SIG funds. Does the proposed waiver mean that these schools would be excluded from eligibility for SIG funding in the future?

Per USED requirement, SIG 1003(g)-funded schools must have an "off year" between receiving funds and starting a new award, meaning they cannot apply for a new award in the same year they

are receiving funds for an old award. These schools are not excluded permanently, just from this particular competition.

- Under the proposed waiver, designations of “Priority” and “Focus” are based on 2011 school grades. While using 2011 grades would make many of our underperforming schools eligible, it would exclude others (Sandy Lane, Mildred Helms, and New Heights) that have seen declines in performance since 2011. For SIG eligibility in the future, will more current school grades (Priority and Focus designations) be used?

Just to clarify, the list published in the ESEA waiver for Priority and Focus are based on **2011-12** school grades. The eligibility waiver in the SIG application allows us to use the list published in our ESEA Flexibility waiver request as our persistently lowest-achieving list instead of using Annual Yearly Progress (AYP). Since Florida no longer calculates AYP as an accountability measure, it was necessary for us to apply for this waiver in order to move forward with the SIG application. I cannot speak to future SIG eligibility, because it will depend on the requirements posted by USED at that time, but certainly we are interested in using the most recently available data to make decisions wherever possible.

Thanks so much,  
MC

Mary R. Conage  
Title I Director  
[conagem@pcsb.org](mailto:conagem@pcsb.org)  
727-893-2988

*“What is to give light must endure the burning.”*

**From:** [Houston, Shannon](#)  
**To:** [Dollinger, Christine](#)  
**Subject:** RE: Let's try it this way :)  
**Date:** Friday, January 10, 2014 1:36:00 PM

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Chris,

You are correct. Ungraded schools are not subject to s.1008.33, F.S., which establishes the annual DA support list.

However, if Charlotte were to apply for and receive a SIG for CTC, the terms of the grant would require the school and district to participate in the DA process/receive DA support for the life of the grant (3 years), regardless of school grade.

Shannon

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**From:** Dollinger, Christine [mailto:[christine.dollinger@yourcharlotteschools.net](mailto:christine.dollinger@yourcharlotteschools.net)]  
**Sent:** Friday, January 10, 2014 11:33 AM  
**To:** Houston, Shannon  
**Subject:** RE: Let's try it this way :)

Shannon,

Can you tell me why CTC was not placed on the district's list of Differentiated Accountability schools? Is it because they are ungraded?

Chris

Dr. Christine Dollinger  
Coordinator of State and Federal Programs  
Charlotte County Public Schools  
1445 Education Way  
Port Charlotte, FL 33948  
(941) 255-0808 Ext.3031  
(941) 255-7567 Fax

The School Board complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Board that no person in this District shall, on the basis of race, color, religion, national origin, age, gender, marital status, disability, or legally-protected characteristic, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education.

Policy 1122

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**From:** Houston, Shannon <[Shannon.Houston@fldoe.org](mailto:Shannon.Houston@fldoe.org)>  
**Sent:** Thursday, January 09, 2014 5:21 PM  
**To:** Dollinger, Christine  
**Subject:** RE: Let's try it this way :)

Hi Chris,

I apologize it's been so difficult to get in touch this week, but thanks for your persistence!

Since CTC was included in the ESEA Flex list due to its graduation rate, it makes Charlotte County eligible apply for SIG 1003(g) funds for that school through our Cohort 3 competition. However, the SIG comes with a very specific and comprehensive set of requirements that may or may not be relevant to the needs of CTC. Should Charlotte decide to apply, it would have to do a needs analysis, select a SIG intervention model and provide the justification that the model meets the need, which would be included as part of the award determination by FDOE.

When the SIG application is released (upon USED approval, hopefully coming soon), it will include the detailed expectations for the grant and help you make a decision with district leadership about whether to apply. Meanwhile, if you want a general sense of what is required of each model (Turnaround, Restart, Closure and Transformation), please refer to the final requirements document attached. This is the federal regulatory guidance for the program; the strategies for each model start on page 4.

I hope that helps.

Regards,  
Shannon

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Shannon Houston
Sr. Educational Programs Director
Bureau of School Improvement
Florida Department of Education
850-245-0007

From: Dollinger, Christine [<mailto:christine.dollinger@yourcharlotteschools.net>]
Sent: Wednesday, January 08, 2014 2:44 PM
To: Houston, Shannon
Subject: Let's try it this way :)

Hi Shannon,

RE: Memo CPS:2013-182 dated 12/20/13

Phone tag isn't working, so I decided to got his route

Charlotte County has school 0161, Charlotte Technical Center (CTC), identified on the list as "Focus G" (row 39).

What does that mean in relation to the SIG grant? CTC is an upgraded, combination school with multiple educational programs for students PreK - adult.

My supervisors are asking me, and I have no idea.

Thanks in advance for your help!

Christine Dollinger, Ed.D.
Coordinator of State and Federal Programs
Charlotte County Public Schools
(941)255-0808 Ext.3031

Sent from Windows Mail

From: [Legutko, Susan M.](#)
To: [Houston, Shannon](#); [BSI](#)
Cc: [Heid, Frederick](#); [Edwards, Latrell H.](#)
Subject: RE: SIG 1003(g) Eligibility for FY13
Date: Monday, January 06, 2014 4:05:28 PM

Hello Ms. Shannon,

In response to the FLDOE memo dated December 20th 2013, Duval agrees with the proposed methodology to be used for defining the list of priority and focus schools to be included in the ESEA flexibility waiver request.

We look forward to your communication in the near future regarding the application process and any and all communication regarding the technical assistance associated with the requirements of the application.

Kind regards,

Susan
Susan M. Legutko,
Executive Director Federal Programs
904-390-2624
904-390-2092 Fax

From: Houston, Shannon [<mailto:Shannon.Houston@fldoe.org>]
Sent: Monday, January 06, 2014 12:54 PM
To: Legutko, Susan M.
Subject: SIG 1003(g) Eligibility for FY13

Susan,

It was nice speaking with you today. Attached is Florida's revised eligibility list for the SIG 1003(g) competition for FY13 funds (Cohort 3), with Duval schools highlighted green. The following 5 schools were removed from the list sent out on December 20, since they are included in the list of Cohort 1 schools Duval intends to serve with the fourth-year extension of funds:

A.P. Randolph High
Andrew Jackson
Edward White High
N.B. Forrest High
W.M Raines High

I apologize for any confusion. Please let me know if you have any additional questions or concerns.

Regards,
Shannon

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