

NEIL ABERCROMBIE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 15, 2013

Dr. Carlas L. McCauley
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Dear Dr. McCauley:

The Hawaii State Department of Education is pleased to submit the grant application, titled, "*Application for FY 2013 New Awards Competition.*" The grant proposal is developed according to the guidelines for Section 1003(g) of the Elementary and Secondary Education Act, CFDA Numbers 84.377A and 84.388A.

The attached awards application was emailed today to OST.OESE@ED.GOV by Lisa Joy Andres, SIG Program Manager.

We look forward to hearing from you and working with you in implementing this grant.

If there are any questions, please contact Lisa Joy Andres at (808) 203-5505 or via email at lisa_joy_andres@notes.k12.hi.us.

Very truly yours,

A handwritten signature in black ink, appearing to read "KSM".

Kathryn S. Matayoshi
Superintendent

KSM:lja

Attachment

c: Title I, Special Programs Management Section

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:

Hawaii



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.

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 CAS/CGBE, 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.

For Further Information

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

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Hawaii Department of Education	Applicant's Mailing Address: 475 22 nd Avenue, Honolulu, HI 96816
State Contact for the School Improvement Grant : Name: Lisa Joy Andres Position and Office: School Improvement Grant Program Manager, Office of Superintendent Contact's Mailing Address: 475 22 nd Avenue, Honolulu, HI 96816 Telephone: (808) 305-9850 Fax: (808) 735-8375 Email address: lisa_joy_andres@notes.k12.hi.us	
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer: X See cover sheet	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.	

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. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

A. HAWAII ELIGIBLE SCHOOLS

Part 1: (Definition of Persistently Lowest-Achieving Schools):

Hawaii was offered *Elementary and Secondary Education Act (ESEA) Flexibility* "in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The K-12 Hawaii Department of Education is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). Hawaii is the only State with this single SEA/LEA structure directed by a Superintendent of Education and a single Board of Education.

The Hawaii Department of Education (HIDOE) has replaced the Hawaii Assessment System (HSA) required by No Child Left Behind Act with the Strive HI Performance System, related to the ESEA waiver, better designed to meet the needs of Hawaii's students, educators and schools. Instead, the Hawaii API will classify schools into Recognition, Continuous Improvement, Focus and Priority schools. The classifications will drive the application of recognition, supports and interventions, for all schools. Therefore, only Priority schools will be eligible to apply for a School Improvement Grant. HIDOE defines Priority Schools as persistently low achieving, persistently low graduation rates, or schools already awarded a School Improvement Grant (SIG). The full definition of Priority schools as defined in Hawaii's approved ESEA Flexibility waiver can be seen here:

[http://www.hawaiipublicschools.org/DOE%20Forms/Strive%20HI%20Performance%20System%20summary%20\(FINAL\).pdf](http://www.hawaiipublicschools.org/DOE%20Forms/Strive%20HI%20Performance%20System%20summary%20(FINAL).pdf)

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

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

HAWAII SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

SEA LEA	LEA NCES ID#	School Name	School NCES ID#	Priority Schools	Grad Rate	Newly Eligible ¹
Hawaii	1500030	Kalihi Kai Elementary	N/A	✓	N/A	✓
Hawaii	1500030	Hakipuu	N/A	✓	N/A	✓
Hawaii	1500030	Kekaha Elementary	N/A	✓	N/A	✓
Hawaii	1500030	Dole Middle	N/A	✓	N/A	✓
Hawaii	1500030	Ka Umeke Kaeo	N/A	✓	N/A	✓
Hawaii	1500030	Nawahiokalaniopuu Iki	N/A	✓	N/A	✓
Hawaii	1500030	Niihau o Kekaha	N/A	✓	N/A	✓
Hawaii	1500030	Olomana	N/A	✓	N/A	✓

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.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
None			
TOTAL AMOUNT OF REMAINING FUNDS:			

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 priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school. Each priority school is expected to conduct a comprehensive needs assessment (CNA) to diagnose root causes for underperformance and analyze the data utilizing a school improvement model such as Victoria L. Bernhardt (Using Data to Improve Student Learning), School Synergy (The High Performing Schools-Benchmarking the 10 Indicators of Effectiveness), WASC Self-Study Process, etc.. By analyzing the data and consulting with the Complex Area Superintendent (CAS/CGB) or Charter Governing Board (CGB), each priority school is able to identify the appropriate intervention model. HIDOE will use the alignment form (Attachment A) and the rubric to assess the CAS/CGBs and the school’s ability to turnaround their schools.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools. HIDOE has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support. Four out of six FY2009 SIG recipients made AYP after intensive intervention, and the HIDOE sustained supports to these schools even after a school make unconditional NCLB status. Currently, the SIG Program Manager has provided bi-monthly

technical assistance and support to the remaining SIG Priority schools.

As a single SEA/LEA, the HIDOE is the entity that will develop the evaluation criteria for SIG. CAS/CGB will work with Priority school(s) to provide adequate resources to each Priority school(s) after assessing the capacity of the SEA/LEA- to select the appropriate intervention model.

The HIDOE will utilize various data points to assess the extent to which the CAS/CGB and school have analyzed the needs of the schools. This analysis will involve the following phases that are described in detail in Part D.

- Phase I – Readiness to Benefit Self-Assessment (**Attachment B**)
- Phase II – Quantitative, Qualitative and Historical External Review
- Phase III – Mapping of Schools Against the High Poverty High Performing Readiness Framework to Select Appropriate Interventions

The process involves both internal and external assessment of the school(s), including on-site review, in order that the root causes of low student achievement are identified. The needs assessments will be used by the Review Committee in approving or disapproving applications. Specifically, the review criteria will include the extent to which the CAS/CGB and school:

- Examined their ability and willingness to implement change;
- Analyzed data from Phase I and II assessments;
- Identified the roots causes for the lack of improvement;
- Included a complete summary of findings in the rationale of the amended school Academic and Financial Plan; and
- Selected enabling activities that directly tied to and impact the root causes.

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either SEA or the LEA. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each priority school. As part of the initial notification process, CAS/CGBs and schools are informed that the nationwide ceiling for SIG grants is \$6 million spread over three years and that the minimum request is \$50,000 per school. As part of the actual application process, the CAS/CGBs and schools are informed of the amount granted to Hawaii, so they can draft their proposed budgets accordingly. The Title I program continues to support schools by funding all eligible Title I schools based on formula and with additional supplemental funding according to their specific school needs as assessed by their Comprehensive Needs Assessment (CNA). The awarded SIG grantee's SIG funding will not diminish its Title I funding from the State to implement interventions as stated in the school plan. In addition, HIDOE has provided state funds to supplement and support Title I schools that are in need of supplemental funding.

To award and manage SIG funds, CAS/CGB will apply as "mini-districts" to receive funding for eligible schools within their complex areas. Applicants must demonstrate that they have completed a CNA and identified the root causes for the lack of improvement; established the capacity to use SIG funds to provide resources, and related support to their schools; and included a budget with sufficient funds to fully and effectively implement the selected intervention model.

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:

Prior to the SIG award, the Deputy Superintendent and the State Review Team will interview the CAS/CGB and school administrator. The "School Improvement Grant Assessment Tool" will be utilized to review the following components: School Readiness, CAS/CGB Commitment, Intervention Model, CAS/CGB Complex Area Capacity, Descriptive Information, Strategic and Academic & Financial Plans/School Plan, and Budget. In addition, the CAS/CGB/PCLSB must complete the "Claim of Lack of Capacity" (Attachment C). The HDOE will assess the commitment of the CAS/CGB to fully and effectively implement the SIG requirements by:

- Analyzing the results of the Phase I Readiness to Benefit Self-Assessment. This data will show the extent to which the CAS/CGB, Complex Area, and school are able and willing to implement change.
- Analyzing the results of the Comprehensive Needs Assessment writing report or other external comprehensive assessments that will surface key strengths and challenges.
- Requiring that the CAS/CGB provide evidence of the personnel and other resources they will dedicate to SIG implementation within the SIG application.
- Conducting face-to-face interviews with the CAS/CGB after the applications are submitted. After an initial review of the applications, teams comprised of the Deputy Superintendent and SIG Project Team will interview the CAS/CGB chairpersons to assess their commitment to undertaking the interventions outlined in the SIG application. The Committee will utilize the SIG Assessment Tool (Appendix D) to assess the CAS/CGBs and their leadership team's commitment to do the following:
 - ✓ Design and implement interventions consistent with final requirements.
 - ✓ Recruit, screen and select external providers, if applicable, to ensure their quality.
 - ✓ Align other resources with the interventions.
 - ✓ Modify its practices or policies, if necessary, to implement the interventions fully and effectively.
 - ✓ Sustain the reforms after the funding period ends.

The School Improvement Team (SIT) Program Team will provide a written report for each CAS/CGB and participating school with an analysis and overall assessment of their commitment.

Design and implement interventions consistent with the final requirements: Hawaii addresses the design and implementation of a school plan by working through the CNA process. This process involves both internal and external assessment of the school, including on-site review, in order that the true root causes of the lack of improvement are identified. Results of these assessments will be used by the Review Committee in approving or disapproving applications. Specifically, the review criteria will include the extent to which the CAS/CGB or PCLSB and school:

- Examined their ability and willingness to implement change;
- Analyzed data from Phase I and II assessments;
- Identified the roots causes for the lack of improvement;
- Included a complete summary of findings in the rationale of the amended school Academic and Financial Plan; and
- Selected enabling activities that directly impact the root causes.

By separating the analyzed data to reflect the strengths and needs, the school will develop a plan with goals and targets, enabling activities, and interventions that are data driven and includes the seven turnaround principles. With the analysis and interviews, the Application Package will determine next steps. (Attachment E)

Recruit, screen, and select external providers, if applicable, to ensure their quality: Hawaii has a pre-Approved List of array of service providers, available for priority schools to procure related services. On a case-by-case basis, Complexes who choose providers off the list must submit documents similarly to those provided by the providers approved on the list. These go through a rigorous review at the HIDOE, to ensure that the providers are sufficient and able to provide services. The providers go through a contract review process that includes a panel and rubric. External providers, of high quality, along with complex area teams will assist with professional development; train academic coaches and leadership; gather and analyze data to set goals and incremental targets aligned to the Strive HI strategic goals. Deputy Superintendent and CAS/CGB in consultation with the priority school will select the school intervention model based on school data and what best fits the needs of the school.

Align other resources with the interventions: HIDOE will assess the CAS/CGB and school's ability to align other Federal, State and Local resources with the SIG interventions. Examples of these additional resources are but not limited to: implementing common core strategies, project-based strategies in the classroom, professional development with data teams to analyze with teachers, collaborating to adjust instruction or refinement of protocol. HIDOE will use the alignment document to determine whether the budget, resources, and the school plan addresses the root causes of low student achievement based on the comprehensive needs assessment and will assess whether the strategic actions are rigorous and comprehensive to turnaround the school.

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and Sustain the reforms after the funding period ends: Awarded school(s) will readjust their practices based on the CNA process as they re-evaluate their goals and targets after assessing the data in quarterly reports. The CAS/CGB and Program Manager will continue to support the SIG school based on the Strategic and Academic/Financial plan or Charter Schoolwide Plan developed by the school that balances with the additional SIG plan and enabling activities, based on the CNA analyzed results, to assist the school(s) in sustaining the strategies and professional development acquired with the award.

After looking at the schoolwide data, the CAS/CGB with the Principal, will decide which funding sources (Weighted Student Formula, Title I, Title IIa, etc.) to sustain the practices that will best improve the school's performance. The school and CAS/CGB will submit to HIDOE, its findings after reviewing the data and rationale for continuing reform after the funding period ends. The CAS/CGB will also explain which funding sources will be used to sustain this reform.

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? Pre-implementation: SIG schools may be reimbursed for pre-implementation expenditures that are directly related to the SIG model before the beginning of the SY 2014-15. The pre-implementation expenditures will be deducted from the school's SIG budget for the school year.

(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? The SIG school(s) will submit their expenditures with documentation on the budget necessary for the expenditures. The SEA will review the expenditures and the documentation to determine alignment with the school's plan and whether the expenditure was allowable, reasonable and necessary for the SIG schools to begin implementation of the SIG model prior to SY 2014-2015. The SEA will provide a written response within seven (7) days of submittal of request of approval or denial of reimbursement of pre-implementation expenditures.

It should be noted that each of the aforementioned strategies that need to be continued beyond the SIG funding period can be sustained using funds from state weighted-student formula funds, Title I, Title IIA, 21st Century Community Learning Centers, partnerships with external agencies and organizations, and various grants.

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.

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

C. SIG Implementation Timeline				
	Timeline	Enabling Activities	Outcome(s)	Lead
Preparation	November – May 2013	Provide testimony for and monitor legislation.	Testimony and monitoring reports posted on HIDOE Legislative Log.	Project Manager
	On-going	Continue conversations with collective bargaining units regarding employee issues, as necessary.	Memoranda of Agreement documented.	Superintendent, Office of Human Resources
Phase I	February/March 2014	Overview of the School Improvement Grant session and distribution of SIG Application Package. <ul style="list-style-type: none"> ▪ CAS/CGBs ▪ CGB Chairpersons ▪ Department Schools ▪ Charter Schools 	CAS/CGB, and schools will gain a full understanding of the SIG application and its requirements	Project Manager
	February/March 2014	CAS/CGB will : <ul style="list-style-type: none"> ▪ Discuss SIG with Priority schools 	CAS/CGBs, and schools will identify schools that will apply for the SIG grant.	CAS/CGB
	On or before March 21, 2014	Submit <i>Intent to Apply Form</i> to Project Manager.	<i>Intent to Apply Form</i> submitted to Project Manager.	CAS/CGB
	On or before March 28, 2014	CAS/CGBs/schools will: <ul style="list-style-type: none"> ▪ Conduct the <i>Readiness to Benefit Self-Assessment</i>. ▪ Submit the <i>Readiness to Benefit Form</i>. 	<i>Readiness to Benefit Self-Assessment</i> submitted to Program Manager.	CAS/CGB

Phase II	On or before April 1, 2014	SEA/LEA SIG Team will review the Intent to <i>Apply Form and Readiness to Benefit Self-Assessment Form.</i>	Three (3) top ranking applicants will be offered the opportunity to submit a SIG Grant Application.	SEA/LEA SIG Team
		<p>Comprehensive Needs Assessment (CNA) Options:</p> <ul style="list-style-type: none"> ▪ Special Program Management Section will deploy Team ▪ External provider will conduct a comprehensive needs assessment of identified schools ▪ CAS/CGB will conduct comprehensive needs assessment of the school ▪ Accreditation Self-Study Report, if completed within the last two years. 	CNA, External Provider or complex area team submits to CAS/CGBs and Deputy Superintendent or PCLSB within 2 weeks of the visitation a Report of Findings. The school may submit a current (completed within the last two years) WASC Accreditation Self-Study Report as their CNA	OCISS or independent team selected by CAS/CGB Complex Area CNA Team, Potential SIG School
		Deputy Superintendent and CAS/CGB will determine appropriate intervention model	Appropriate models identified for each school.	Deputy Superintendent and CAS/CGBs
Phase III	On or before April 4, 2014	CAS/CGB will complete and submit the SIG Application Package that will include amending the school's Strategic Plan and Academic & Financial Plan or the School Plan for charter schools, to address the root causes based on the CNA. Application must be aligned with SIG requirements, and the SIG Fiscal Requirements Form. The Academic & Financial Plans will include a timeline	CAS/CGB submits SIG Application Package to Project Manager.	CAS/CGB
Phase IV	On or before April 22, 2014	The SEA SIG Team will review application and plans, provide feedback, and approve as appropriate.	Application and Plans are reviewed by SIG Team and SIG school(s) selected.	Project Manager and SIG Team
		Interview with Deputy Supt. Of Education, SIG Program Manager, CAS/CGB and intent SIG school.		Program Manager
	On or before April 30, 2014	CAS/CGB and school(s) will be notified of their acceptance as SIG school(s).	Notification of selection will be processed.	Project Manager and SIG Team

	By May 15, 2014	SIG funds will be allocated to appropriate cost centers for schools meeting the SIG criteria. FY 2013 funds will be utilized for a three-year grant period. Funding in years two and three is contingent upon meeting HIDOE's annual criteria.	Allocation documents will be processed no later than April 30, 2014.	Project Manager
	By June 15, 2014	Within 30 days of awarding SIG for SY 14-15, SY 15-16, SY 16-17, State website must post summary of grant, with school name, total amount of the three year grant listed by each year of implementation, and type of intervention to be implemented.	Posting of awarded school on State Strive HI website for Three Year period.	SIG School Administrator and SIG Project Manager
	Before SY 2014-2015	SIG schools may conduct pre-implementation activities and submit to SEA request for reimbursement and documentation justifying expenditures.	Reimbursement of Pre-Implementation Expenditures	
Phase V	First Day of School for SY 2014-2015	Begin implementation of the selected model.	Quarterly Reports on the progress of strategic actions and enabling activities will be submitted to Project Manager.	CAS/CGB and School(s)
	July 2014 – June 2015	School will conduct quarterly or monthly formative assessments on reading and mathematics on a state-approved assessment to demonstrate progress of interventions.	Formative assessment results will be submitted to Project Manager.	CAS/CGB, School(s), and Professional Services
	Annually	SIG Team will monitor and provide technical assistance for the SIG school(s). SIG Handbook will be completed with the designated SIG school liaison.	Report of monitoring and technical assistance will be submitted to Deputy Superintendent.	Project Manager
		SIG School Leadership Team will facilitate their school's CNA and utilize the data to plan and initiate action.	Evaluation results and revised school plans that utilize the CNA results will be submitted to the Project Manager.	SIG School Leadership Team and SIG Principal

		HIDOE Superintendent will submit all necessary reports and evaluations to USDOE.	Reports and evaluations will be submitted to USDOE by the established deadlines.	HIDOE Superintendent and Project Manager
	June/July 2015	External evaluator is contracted to review the progress of SIG interventions and analyze the effective practices for school turnaround.	Evaluation will be submitted to Project Manager and HIDOE Superintendent	Project Manager and Evaluator
		SIG Team will evaluate school progress relative to SIG indicators and external evaluators report to determine continuation of schools in the SIG project.	Recommendation on continuation to Superintendent by July of each school year.	Project Manager and SIG Team

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

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

Hawaii was offered *Elementary and Secondary Education Act (ESEA) Flexibility* “in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The K-12 Hawaii Department of Education is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). Hawaii is the only State with this single SEA/LEA structure directed by a Superintendent of Education and a single Board of Education. Hawaii has replaced No Child Left Behind Act with the Strive HI Performance System- better designed to meet the needs of Hawaii’s students, educators and schools. Strive HI Performance System will serve as more of a diagnostic tool to understand a school’s performance and progress on multiple, research-based indicators, including reading, math and science scores, achievement growth and gaps, chronic absenteeism, graduation rates, college readiness and enrollment.

Goals and Annual Targets: The Strive HI Performance System includes annual goals for reading, math, and science proficiency and graduation rates through School Year (SY) 2017-18. They are ambitious to reflect our belief that all students can achieve college- and career-readiness, and customized for each school complex to provide them with challenging but attainable targets that reflect their current performance. Each Complex Area sets annual targets aligned to the State’s Strategic Plan. (see Strive HI Performance System – Goals and Annual Targets by Complex).

The Strive HI Index: The Strive HI Index will use multiple measures of achievement, growth, readiness and achievement gaps to understand schools’ performance and progress and differentiate schools based on their individuals needs for reward, support and intervention. The Index will consider the performance of all students as well as performance gaps between two new student subgroups: “High-Needs Students” and “Non-High Needs Students.”

The Strive HI Steps: Based on the Index score, schools are placed on one of 5 Steps — Recognition, Continuous Improvement, Focus, Priority and Superintendent’s Zone — as they strive for continuous improvement. The state’s highest-performing schools will receive recognition, financial awards and administrative flexibility to sustain their success. Low-performing schools will receive customized supports based on the lessons learned from Hawaii’s successful school turnarounds.

At the end of each school year, the Strive HI Assessment System will be utilized to determine whether the SIG school(s) has achieved its Strive HI Index targets. In addition, the growth model and gap analysis data from the Strive HI results will provide the SEA with further data on the schools performance to comparable schools and students.

- (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.

Tier III schools will not be served due to HIDOE’s approved ESEA Flexibility request.

- (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 the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

HI DOE will conduct compliance monitoring and technical assistance, by implementing on-site and desk review monitoring of school.

The SIG Program Manager and SIG Team members will conduct a minimum of one on-site visitation per quarter to each participating SIG school and will review the schools’ quarterly reports with their School Community Councils or CGB. The review will document the schools’ progress in achieving the strategic actions and enabling activities in the Academic and Financial Plans/School Plans. The team will conduct classroom visitations and interviews to assess the level of implementation. The team will assess the extent to which identified enabling activities are implemented with fidelity, determining barriers to implementation, and monitoring the effectiveness and level of support being provided to schools by the complex areas. The team will then provide technical assistance and advice on implementation.

In addition to the classroom visitations and interviews, the team will follow the guidelines in the Hawaii SIG Handbook for compliance with SIG requirements. The SIG Handbook documents assessment, professional development, Parent/Community outreach and involvement, and other compliance requirements for the SIG components. The Hawaii SIG Handbook includes monitoring indicators of the SIG grant.

The SIG Program Manager will conduct annual fiscal monitoring and technical assistance visits to participating schools to assess the quality of implementation and compliance with federal guidelines. A review of the SIG expenditures will be assessed quarterly based on the Academic and Financial Plans/Charter Schoolwide Plans. By reviewing source documents, conducting classroom visitations, and interviewing key personnel, the Project Manager will assess the extent to which the school is complying

with SIG requirements. The Program Manager will also provide on-site technical assistance to resolve fiscal or other challenges.

(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.

See Attachment D -School Improvement Grant Tool for specific criteria to assess level of need.

(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.

Tier III schools will not be served due to HIDEOE's approved ESEA Flexibility request.

(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 HIDEOE is able to takeover schools if a school is unable to improve sufficiently within a two (2) year time period with significant assistance. At this time, however, no schools have been taken over.

(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 provide the services directly.

Complex and State level services are currently provided extensively to priority schools (see list in section Part I, part 2). Services to the school are based on the comprehensive needs assessment and what services are available from the complex.

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

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 Tier I and Tier II school, or each priority school, as applicable, 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 Tier I or Tier II school, or priority school, as applicable, 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 Tier I and Tier II school or priority school, as applicable.

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.

With the reserved 5% of the administrative amount, the administrator of the SIG grant responsibilities will include writing application of the new FY 2013 New Awards Application; organizing and facilitating the meeting of Title I Committee of Practitioners; presenting all information and procedures to Hawaii Leadership Team and CAS/CGBs at State Leadership meeting(s) and to the public via Press Release; interviewing resource team to monitor Academic and Financial Plan for implementation of the SIG duration; conducting interviews for external evaluator to monitor the implementation of the SIG schools; assisting conversations with Superintendent and Deputy Superintendent, SIG Principal(s), and collective bargaining units regarding employee issues to develop, if applicable, Memoranda of Agreement for SIG school in regard to the three year plan; collecting quarter reports from SIG schools in direct correlation to their SIG Plan and Goals, maintaining, monitoring incremental goals, and classroom observation; communicating with SIG schools during monthly and/or bi-monthly walk-throughs; attending external provider monthly or quarter meetings with SIG principal(s)/CAS/CGB to evaluate the effectiveness and sustainability of the professional development services provided; and any other related activities.

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.

Hawaii requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013

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

Assurance

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

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority 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 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 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.

WAIVERS OF LEA REQUIREMENTS

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

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

[Hawaii does not request a waiver. This is not applicable to Hawaii.](#)

Waiver 5: School improvement timeline waiver [This is not applicable to Hawaii.](#)

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to "start over" their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to "start over" in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

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

Waiver 6: Schoolwide program waiver [This is not applicable to Hawaii.](#)

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

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

Assurances

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

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

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.

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.

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

(1) For each Tier I and Tier II school, or each priority 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 Tier I and Tier II school, or each priority 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—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority 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;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - 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 Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority 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) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

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 Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

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 Tier I and Tier II 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 Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Note from USDE: 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 Tier I and Tier II 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 plan. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority 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 Tier I and Tier II school, or each priority 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 Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or 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;
- (6) Report to the SEA the school-level data required under section III of the final requirements.

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

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

[This is not applicable to Hawaii.](#)

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating

schools implementing a turnaround or restart model.

- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
N/A			
TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
TOTAL AMOUNT OF REMAINING FUNDS:			

School Improvement Grants (SIG) Program FY 2013 Assurances

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

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards¹ to its LEAs.
- Use the renewal process identified in [State]’s most recently approved SIG application to determine whether to renew an LEA’s School Improvement Grant.
- 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 Tier I or Tier II 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.
- Report the specific school-level data required in section III of the final SIG requirements.

By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).

¹ A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

School Improvement Grant Guide to Models Sample of Expectations & Enabling Activities and Budget

This is a sample of funding amounts per model and is not a required amount to request. The Federal Requirements state that a district apply for between \$50,000 to \$2,000,000 per year and \$50,000 minimum per school for the life of School Improvement Grant. Hawaii's FY 2013 allocation is approximately \$1,500,000.

(Applicants will use this as guide in amending their Strategic (Three Year), Academic, Financial Plans. All required activities/strategies must be clearly described in the plans; applicants must indicate where in the plan that description is located. Applicants will also utilize the budget guidelines in completing the Hawaii Title I FRF form.

SCHOOL CLOSURE MODEL – up to \$50,000 for Year 1 only

SCHOOL CLOSURE MODEL: Close a school and enroll the students who attended that school in other schools in the complex area that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited, to charter schools or new schools for which achievement data are not yet available.

✓	Location in SP/AFP	School Closure Model Required Activity/Strategy	Allowable Expenditures	Amount
		Conduct meetings and other planning activities needed to close the school.	Meeting costs, consultant contract	\$50,000 Year 1 only

The minimum allocation (\$50,000) will be allocated for a school to implement the School Closure Model for one year only. At the end of the year, unused funds must be returned to the allocation office via a BUD-3.

RESTART MODEL – up to \$50,000 for Year 1, up to \$400,000 FOR Years 2 & 3

RESTART MODEL: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO) or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

✓	Location in SP/AFP	Restart Model Required Activity/Strategy	Allowable Expenditures	Amount
		Conduct meetings and other planning activities needed to review CMOs and/or EMOs, and convert, close or reopen the school. Application must describe the rigorous review process that will be implemented, as well as the meetings that will be convened.	Meeting costs, consultant contract	\$50,000 Year 1 only
		Operate the school under the selected CMO or EMO. Application must describe the specific enabling activities and associated costs.		\$5,000 per student Years 2 & 3

The minimum allocation (\$50,000) will be allocated for a school to implement the Restart Model for one year. Funding for Years 2 & 3, may be awarded only if the school is operating under a CMO or EMO, or as a conversion charter school.

TRANSFORMATION MODEL – up to \$400,000 per year

TRANSFORMATION MODEL: Implement ALL of the required activities described below and any of the permissible activities described below, to increase teacher and school leader effectiveness; implement comprehensive instructional reform strategies; increase learning time and create community-oriented schools; and provide operational flexibility and sustained support.

✓	Location in SP/AFP	Transformation Model Required Activity/Strategy	Allowable Expenditures	Amount
		Replace the principal who led the school prior to commencement of the transformation model.	* School Leadership Coach * Signing bonus pending negotiations	Up to \$150,000 per year for highly effective leadership coach
		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 on-going collections of professional practice reflective of student achievement designed and developed with teacher and principal	* Signing bonus to attract highly-qualified teachers to Title IIA priority schools	\$3,000 One-time payment per HQT

		involvement.	* Pending development of performance based system	
✓	Location in SP/AFP	Transformation Model Required Activity/Strategy	Allowable Expenditures	Amount
		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	Pending negotiations	
		Provide staff on-going high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	1.0 FTE Literacy Coach 1.0 FTE Numeracy Coach Math consultant Literacy consultant Substitutes/stipends for PLCs, lesson study, and professional development that addresses the root causes for the lack of improvement Participation of School Improvement Teams (SIT) –for travel Consultant contracts for services that will address the root causes for the lack of improvement	\$200,000 per year \$30,000 per year Up to 5,000 per year \$600 per person (per trip) Will vary
		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 a transformation school.	Pending negotiations	
		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards		
		Promoted the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Professional development for data teams	\$500 per team member
		Establish schedules and strategies that provide increased learning time.	Remuneration to teachers to conduct research-based extended learning opportunities	Up to \$10,000 per teacher per year

		Provide on-going mechanisms for family and community engagement	Part-time teacher to conduct literacy and numeracy workshops for parents	\$13,000 per year
✓	Location in SP/AFP	Transformation Model Required Activity/Strategy	Allowable Expenditures	Amount
		Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
		Ensure that the school receives on-going, intensive technical assistance and related support from the LEA, SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Contract with approved Professional Services Provider (PSP) for comprehensive services	Up to \$350,000 Year 1 only
		Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the schools in a transformation school		
		Instituting a system for measuring changes in instructional practices resulting from professional development		
		Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority		
		Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective		
		Implementing a school wide "response to intervention" model		
		Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content		
		Using and integrating technology-based supports and interventions as part of the instructional program		
		(Secondary Schools) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as AP, IB, or STEM courses, especially those that incorporate rigorous and relevant project, inquiry, or designed based contextual learning opportunities), early – college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these program and coursework.		
		(Secondary Schools) Improving student transition from middle to high school through summer transition programs or freshman academies		
		(Secondary Schools) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based organizations, health clinics, other State or Local agencies, and others to create safe school environments that meet students' social, emotional and health needs.		
		Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.		
		Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment		
		Allowing the school to be run under a new governance arrangement, such as turnaround division within the LEA or SEA.		
		Implementing a per-pupil school-based budget formula that is weighted based on		

	student needs		
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TURNAROUND MODEL – up to \$700,000 per year

TURNAROUND MODEL: Implement ALL of the required activities described below and any of the permissible activities described below, to increase teacher and school leader effectiveness; implement comprehensive instructional reform strategies; increase learning time and create community-oriented schools; and provide operational flexibility and sustained support.

✓	Location in SPI/AFP	Turnaround Model Required Activity/Strategy	Allowable Expenditures	Amount
		Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	* School Leadership Coach * Signing bonus pending negotiations	Up to \$150,000 per year for highly effective leadership coach
		Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students 1) screen all existing staff and rehire no more than 50 percent, and 2) select new staff	* Signing bonus to attract highly-qualified teachers to Title IIA priority schools * Pending development of performance based system	\$3,000 One-time payment per HQT
		Implement such strategies as financial incentives increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Pending negotiations	
		Provide staff on-going high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	1.0 FTE Literacy Coach 1.0 FTE Numeracy Coach Math consultant Literacy consultant Substitutes/stipends for PLCs, lesson study, and professional development that addresses the root causes for the lack of improvement Participation of School Improvement Teams (SIT) –for travel Consultant contracts for	\$200,000 per year \$30,000 per year Up to 5,000 per year \$600 per person (per trip) Will vary

			services that will address the root causes for the lack of improvement	
✓	Location in SP/AFP	Turnaround Model Required Activity/Strategy	Allowable Expenditures	Amount
		Adopt a new governance structure, which may include, but is not limited to, requiring the school to report a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability		
		Use data to identify and implement an instructional program that is research – based and vertically aligned from one grade to the next as well as aligned with State academic standards		
		Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Professional development for data teams	\$500 per team member
		Establish schedules and implement strategies that provide increased learning time	Remuneration to teachers to conduct research-based extended learning opportunities	Up to \$10,000 per teacher per year
		Provide appropriate social-emotional and community-oriented services and supports for students	Early Childhood Education program Implement elements of “community schools”	Up to \$100,000 per year Up to \$50,000 per year
		Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the schools in a transformation school		
		Instituting a system for measuring changes in instructional practices resulting from professional development		
		Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority		
		Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective		
		Implementing a school wide “response to intervention” model		
		Providing additional supports and professional development to teachers and principal(s) in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content		
		Using and integrating technology-based supports and interventions as part of the instructional program		
		(Secondary Schools) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as AP, IB, or STEM courses, especially those that incorporate rigorous and relevant project, inquiry, or designed based contextual learning opportunities), early – college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these program and coursework.		
		(Secondary Schools) Improving student transition from middle to high school through summer transition programs or freshman academies		
		(Secondary Schools) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based organizations, health clinics, other State or Local agencies,		

		and others to create safe school environments that meet students' social, emotional and health needs.		
		(Secondary Schools) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate		
✓	Location in SP/AFP	Turnaround Model Required Activity/Strategy	Allowable Expenditures	Amount
		Partnering with parents and parent organizations, faith- and community –based organizations, health clinics, other State or Local agencies, and others to create safe school environments that meet students' social, emotional and health needs		
		Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.		
		Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment		
		Allowing the school to be run under a new governance arrangement, such as turnaround division within the LEA or SEA.		
		Implementing a per-pupil school-based budget formula that is weighted based on student needs		
		Implementing a new school model (e.g., themed, dual language academy)		

Readiness to Benefit Self-Assessment

This self-assessment is a reflective tool that school and complex area leadership teams should use to assess the extent to which they are able and willing to implement substantial change. It is expected that school and complex area teams will engage in deep conversations regarding turning around struggling schools, the four school intervention models, and the School Improvement Grant (SIG) requirements. Teams need not submit the evidence pieces, but should list or describe what those pieces are. Completed self-assessments must be submitted to the SIG Program Manager no later than March 7, 2014.

Abilities (Able)				Conclusion
Description	Yes	No	Evidence	
Stakeholders have studied the research on struggling schools, understand the requirements and implications of the SIG and the school intervention models, and are able to commit the time, energy and resources to implementing substantial change.				We are: <input type="checkbox"/> Unable and Unwilling (or insecure) <input type="checkbox"/> Unable but Willing (or motivated) <input type="checkbox"/> Able but Unwilling (or insecure) <input type="checkbox"/> Able and Willing (or motivated)
School and complex area Leadership Teams have been established, and include, and/or are led by persons knowledgeable about school improvement. Or, technical assistance for the process is available.				
Full days or substantial blocks of time are available for entire leadership team involvement in the process to engage in research and discussion.				
Resources are available to provide support at planning meetings.				
The roles, responsibilities, and the relationship between the school and complex area Leadership Teams have been clarified.				
Communication and decision-making processes are established.				
The relationship between the school and complex area Leadership Teams and the State has been clarified.				
There is a system to collect, sort, and analyze data, and knowledgeable staff utilize formative, interim, and summative data to inform improvement efforts.				
Other factors:				
Attitude (Willing/Secure)				
Description	Yes	No	Evidence	
The school and complex area Leadership Teams are motivated to focus on actions that will improve student achievement, and ready to lead the school in implementing those changes.				
The school and complex area Leadership Teams values the use of data for decision making, and value giving and receiving input during decision making.				
A climate exists that fosters trust and open/candid communication and sharing.				
All personnel hold themselves accountable for student outcomes.				
All personnel understand that success will be based on the goal (improved student learning), rather than on adult actions.				
The school and complex area Leadership Teams accept that dramatic change is necessary.				
Other factors:				

School Improvement Grant Claim of Lack of Capacity

Attachment C

The HIDOE is required to ensure that each identified Priority school in the State is funded by the School Improvement Grant (SIG), unless the Complex Area demonstrates the lack of capacity to serve such schools. **IF** the Complex Area lacks the capacity to fully and effectively implement one of the intervention models and other SIG requirements in **each** of its identified Priority schools, the Complex Area Superintendent/Charter Governing Board must submit a narrative to explain this claim.

Using the Capacity Factors as a guide, provide a specific and detailed explanation as to why the identified Priority school(s) cannot be served due to the lack of Complex Area capacity. The Selection Committee will review and evaluate all submittals.

Capacity Factors	Turnaround	Transformation	Restart	Closure
A strategic planning process was implemented to support the selection and implementation of the intervention model.	X	X	X	X
The Complex Area is able to dedicate competent and credible Complex Area staff to support Priority schools.	X	X	X	X
The school community supports the implementation of the selected model: <ul style="list-style-type: none"> - School Community Council - Certificated and classified staff - Parents - Students - Community/Business - Other 	X	X	X	X
The Complex Area and school are able to implement the enabling activities and timeline required by the selected intervention model.	X	X	X	X
The school is able to recruit highly-qualified teachers to implement the selected model.	X	X	X	
The school is able to recruit a new principal with the credentials and ability to implement the selected model.	X	X	X	
The Complex Area and school are able to leverage federal, state, and other resources to ensure sustainability of reform measures.	X	X	X	
The school is able to apply to become a conversion charter school.			X	
Charter Management Organization(s) or Educational Management Organization(s) are interested and available to serve the school.			X	
Access is available to higher achieving schools within geographic proximity of the Priority school.				X

HI SCHOOL IMPROVEMENT GRANT ASSESSMENT TOOL

GENERAL INFORMATION					
Complex Area:			School:		
Complex Area Superintendent (CAS/CGB)/Charter Governing Board (CGB):			Principal:		
School Status: P F Cl R	Index Score:	Intervention Model:	CNA Review Date:	CAS/CGB /CGB Interview Date:	

SCHOOL READINESS					
Score	4	3	2	1	Comments
Commitment (Readiness to Benefit Self-Assessment)	Based on the Readiness to Benefit Self-Assessment, the school is willing and able.	Based on the Readiness to Benefit Self-Assessment, the school is willing but unable.	Based on the Readiness to Benefit Self-Assessment, the school is unwilling, but able.	Based on the Readiness to Benefit Self-Assessment, the school is unwilling and unable.	
CAS/COMPLEX AREA OR CGB COMMITMENT					
Score	4	3	2	1	Comments
Commitment (CAS/CGB /CGB Interview)	The CAS/CGB /CGB has a clear vision of what s/he would like to do and what it would take to turnaround the identified school(s).	The CAS/CGB has a vision of what s/he would like to do and is considering what actions to take to turnaround the school(s).	The CAS/CGB has a limited vision of what s/he would like to do and what it would take to turnaround the identified school(s).	The CAS/CGB has not articulated a vision of what to do and what it would take to turnaround the identified school(s).	
	The CAS/CGB can clearly identify the root causes for the lack of improvement, and how the selected intervention model addresses each root cause.	The CAS/CGB has some idea of the root causes for the lack of improvement, and why the selected intervention model is most appropriate.	The CAS/CGB has some idea of the root causes for the lack of improvement, but has not aligned the selected intervention model to the root causes.	The CAS/CGB cannot identify the root causes for the lack of improvement.	
	The CAS/CGB has implemented at least one component of the selected intervention model.	The CAS/CGB has initiated steps to implement at least one component of the selected intervention model.	The CAS/CGB has considered implementing components of the selected intervention model.	The CAS/CGB has not considered or initiated steps to implement any components of the selected intervention model.	
	The CAS/CGB can explain how s/he coordinates and monitors complex area schools and teams to support schools (e.g., data, curriculum, instruction, assessment, leadership, communication).	The CAS/CGB can explain how s/he coordinates complex area teams to support schools, but all systems are not fully developed.	The CAS/CGB is considering how to establish the systems and teams needed to support school improvement.	The CAS/CGB has not considered how to develop systems and teams to support schools.	

	The CAS/CGB can provide at least 3 examples in which s/he made the “hard decisions” needed to turn around a struggling school.	The CAS/CGB can provide 2 examples in which s/he made the “hard decisions” needed to turn around a struggling school.	The CAS/CGB can provide one example in which s/he made the “hard decisions” needed to turn around a struggling school.	The CAS/CGB cannot provide examples in which s/he made the “hard decisions” needed to turn around a struggling school.	
	The CAS/CGB can provide at least 3 examples of how s/he changed practices/policies to support student learning.	The CAS/CGB can provide 2 examples of how s/he changed practices/policies to support student learning.	The CAS/CGB can provide one example of how s/he changed practices/policies to support student learning.	The CAS/CGB cannot provide an examples of how s/he changed practices/policies to support student learning.	
	The CAS/CGB articulates a plan to sustain improvement after the funding period.	The CAS/CGB has ideas on how to sustain improvement after the funding period.	The CAS/CGB is considering how to sustain improvement after the funding period.	The CAS/CGB does not have a plan to sustain improvement after the funding period.	
COMPREHENSIVE NEEDS ASSESSMENT					
Score	4	3	2	1	Comments
Comprehensive Needs Assessment (Application page 3)	The CAS/CGB has completed a comprehensive needs assessment of the identified school(s) and identified the root causes for the lack of improvement.	The CAS/CGB has completed a comprehensive needs assessment of the identified school(s) but has not identified the root causes for the lack of improvement.	The CAS/CGB has completed a brief needs assessment of the identified school(s).	The CAS/CGB has not completed a comprehensive needs assessment of the identified school(s) and has not identified the root causes for the lack of improvement.	
	There is a coherent rationale on how the intervention model addresses all the root causes for the lack of improvement.	The rationale explains how the intervention model addresses some of the root causes for the lack of improvement.	The rationale does not clearly explain how the intervention model addresses the root causes for the lack of improvement.	There is no rationale or the rationale does not align the intervention model to the root causes.	
CAS/CGB /COMPLEX AREA OR CGB CAPACITY					
Score	4	3	2	1	Comments
Capacity (Application page 3)	The CAS/CGB /CGB has identified at least two complex area or school personnel who will be dedicated to supporting the SIG school(s).	The CAS/CGB /CGB has identified at least one complex area or school personnel who will be dedicated to supporting the SIG school(s).	The CAS/CGB /CGB is considering least one complex area or school personnel who will be dedicated to supporting the SIG school(s).	The CAS/CGB /CGB does not have complex personnel who can be dedicated to supporting the SIG school(s).	
	The identified personnel are qualified, competent, and credible, and have experience in supporting struggling schools.	The identified personnel are qualified, competent, and credible, and have little or no experience in supporting struggling schools.	The identified personnel are qualified, competent, and credible, and have not had experience in supporting struggling schools.	The identified personnel are not qualified and have no experience in turning around struggling schools.	
	The roles and responsibilities of complex area support personnel are clearly delineated.	The roles and responsibilities of complex area support personnel are being developed.	Initial conversations regarding the roles of the complex area support personnel have begun.	The roles and responsibilities of complex area support personnel have not been discussed.	
	The CAS/CGB has identified a	The CAS/CGB has identified a	The resources that the	The CAS/CGB has not identified	

	range of resources that can be leveraged dedicated funding to support the SIG school.	limited amount of resources that can be leveraged, dedicate funding, to support the SIG school(s).	CAS/CGB has identified appear to be insufficient to support the identified SIG school(s).	resources that can be leveraged to support the SIG school(s).	
	The CAS/CGB has established network of business, agency, community, and parent partnerships that can support SIG school(s) and sustain these.	The CAS/CGB has made connections with business agency, community and parent partnerships that can support the SIG school(s) is willing to sustain these.	The CAS/CGB has limited number of partnerships but is willing to seek them and work on sustaining these.	There is no evidence of external partnerships.	
DESCRIPTIVE INFORMATION					
Score	4	3	2	1	Comments
Application page 4	The CAS/CGB has initiated or has a plan to implement interventions consistent with the SIG requirements.	The CAS/CGB is planning to implement interventions consistent with most of the SIG requirements.	The CAS/CGB has ideas on how to implement interventions with the SIG requirements.	The CAS/CGB has not initiated or planned to implement interventions consistent with the SIG requirements.	
	(If applicable) Selected PSP has a history of working successfully with the school, is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	Although the PSP has not worked with the school, the provider is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	Selected PSP has limited success with working with struggling schools, is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	No evidence exists to indicate success in turning around any struggling schools.	
	(If applicable) The CAS/CGB has conducted a rigorous review of eligible CMOs/EMOs, and selected an organization that has successfully turned around at least one struggling school, can provide services that complement current successful efforts, is willing to be held accountable for results, is a financially viable organization, and has the personnel and resources to manage and improve the school.	The CAS/CGB conducted a rigorous review of eligible CMOs/EMOs, but it is not evident how the organization meets one or more of the essential characteristics.	The CAS/CGB conducted a limited review of eligible CMOs/EMOs, and it is not evident how the organization meets one or more of the essential characteristics.	The CAS/CGB has no evidence of conducting a rigorous review of CMOs/EMOs	
	The CAS/CGB has identified other resources that will be leveraged to support SIG	The CAS/CGB has identified limited resources that will be leveraged to support SIG	The CAS/CGB has identified insufficient resources that will be leveraged to support SIG	The CAS/CGB has not identified other resources that will be leveraged to support SIG	

	school(s). The CAS/CGB has identified the policies and/or practices that must be modified, and has described the actions that must be taken or have been taken.	school(s). The CAS/CGB has identified the policies and/or practices that must be modified, and has described some of the actions that must be taken or have been taken.	school(s). The CAS/CGB has identified the policies and/or practices that must be modified, but has not described the actions that must be taken or have been taken.	school(s). The CAS/CGB has not identified the policies and/or practices that must be modified, and has not described the actions that must be taken or have been taken.	
Application page 4	The CAS/CGB has a clear plan with identified resources and human capital that will be used to sustain the reforms after the funding period ends.	The CAS/CGB has a limited number of resources that will be used to sustain the reforms after the funding period ends.	The CAS/CGB has identified a limited number of resources that can be used to sustain reforms, and the resources seem insufficient.	The CAS/CGB has not considered how to sustain the reforms after the funding period.	
	There is evidence of a variety of stakeholders participated in discussions regarding school challenges and potential solutions, including and not limited to, the School Community Council.	There is evidence of only a limited number of stakeholders who discussed the school challenges.	There is evidence of only school staff who participated in discussions of school challenges and a few potential solutions resulted.	Stakeholders were not involved.	

PLAN

Score	4	3	2	1	Comments
Amended Strategic Plan, Academic Plan, Financial Plan or School Plan	The school Strategic Plan reflects the overall integration of the selected intervention model.	The school Strategic Plan mentions the overall integration of the selected intervention model but with limited details.	The school Strategic Plan mentions the overall integration of the selected intervention model but with no details.	The school Strategic Plan does not reflect the overall integration of the selected intervention model.	
	All required components of the selected intervention model are integrated and Title I components and elements are embedded into the Academic/Financial Plan or School Plan	Most of the required components of the selected intervention model are integrated and Title I components and elements are embedded into the Academic/Financial Plan or School Plan	Only a few required components of the selected intervention model are integrated and Title I components and elements are embedded into the Academic/Financial Plan or School Plan	None of the required components of the selected intervention model are integrated and Title I components and elements are embedded into the Academic/Financial Plan or School Plan	
	Student learning goals are specific, measurable, and directly address the identified problems.	Student learning goals are specific, measurable, and partially address the identified problems.	Student learning goals are specific, measurable, and do not directly address the identified problems.	Student learning goals are not specific, nor measurable, and do not directly address the identified problems.	
	Initial and intermediate outcomes reflect progress toward the annual goals.	Initial and intermediate outcomes partially reflect progress toward the annual goals.	Initial and intermediate outcomes do not reflect progress toward the annual goals.	No initial or intermediate outcomes are evident.	
	The Plan details the services	The Plan details the services	The Plan gives limited details	No Plan submitted.	

	the school will receive or the enabling activities the school will undertake to fully implement the intervention model-including pacing for the year.	the school will receive or the enabling activities the school will undertake are listed but not stated with a pacing for the year.	the services the school will receive or the enabling activities the school will undertake to fully implement the intervention model.		
Amended Strategic Plan, Academic Plan, Financial Plan or School Plan	The Plan identifies the practice and policies that need to be modified and describes how that will be accomplished and when.	The Plan identifies the practices and policies that need to be modified, but does not describe how that will be accomplished and when	The Plan does not identify the practices and policies that need to be modified.	No Plan submitted.	
	The Plan includes a timeline and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, and includes a quarterly monitoring process with reporting.	The Plan includes a timeline and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, and includes a quarterly monitoring process and no reporting lead.	The Plan includes a timeline and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, and does not include a quarterly monitoring process nor reporting lead.	No timeline submitted.	

BUDGET

Score	4	3	2	1	Comments
Budget (Title I Fiscal Requirements Form – FRF)	The SIG budget aligns to activities that address the root causes of low student achievement and support substantive and focused interventions for school turnaround and aligned with the Academic Plan.	Budgeted activities address most of the root causes for the lack of improvement and are aligned with the Academic Plan.	Budgeted activities address some of the root causes for the lack of improvement and are aligned with the Academic Plan.	Budgeted activities do not align to the root causes for the lack of improvement and are not aligned with the Academic Plan.	
	All expenditures are reasonable, necessary and allowable under Title I requirements.			Expenditures are not reasonable or allowable under Title I requirements.	
	The budget per school is no less than \$50,000 and no more than \$2,000,000 per year, and spans a period of three years.	Budget per school is beyond the minimum or maximum allowable.	The budget per school is inaccurately calculated.	No budget submitted.	
	The budget is reasonable, adequate and necessary, per the guidelines for enabling activities and budget, and the size of the school.	The budget follows most of the guidelines for enabling activities and budget.	The budget follows some of the guidelines for enabling activities and budget.	The budget does not align to the guidelines.	

OVERALL ASSESSMENT

Score	4	3	2	1	Comments
SUMMARY	Considering all factors, there is a high probability that the CAS/CGB can successfully utilize SIG funding to turnaround the identified school(s).	Considering all factors, there is a probability that the CAS/CGB can successfully utilize the SIG funding to turnaround the identified school(s).	Considering all factors, there is a slight probability that the CAS/CGB can successfully utilize SIG funding to turnaround the identified school(s).	Considering all factors, there is a low probability that the CAS/CGB can successfully utilize SIG funding to turnaround the identified school(s).	

APPLICATION SCORING

Component	POSSIBLE	TOTAL
SCHOOL READINESS	4	
CAS/COMPLEX AREA OR CGB COMMITMENT	28	
COMPREHENSIVE NEEDS ASSESSMENT	8	
CAS/COMPLEX AREA OR CGB CAPACITY	20	
DESCRIPTIVE INFORMATION	28	
PLAN	28	
BUDGET	16	
OVERALL ASSESSMENT	4	
TOTAL	= 136	

TOOL FOR ASSESSING A SCHOOL'S LEVEL OF NEED FOR SCHOOL IMPROVEMENT

Purpose:

The intent of this *optional* tool is to help complex areas and schools assess a school's strengths, challenges, and degree of assistance needed in its school improvement efforts toward making AYP. This tool may be used by any school, but its intended use is with/by schools identified as in need of improvement and corrective action. The tool will help determine how the school is doing as organized by the *Images of Success* components of the Standards Implementation Design (SID). The overall results can help the complex area and school identify the priority of what is needed to increase student achievement as well as to identify the level of assistance needed from others.

Directions for Manual Use:

This tool may be completed individually or as a group (e.g., professional learning team). Each individual or group should enter an X in the column that best describes the school's level of implementation of the statements made under each of the *Images of Success*, e.g., a *LOW NEED* rating would mean that the school has a high level of implementation and a low level of assistance needed in this area; a *HIGH NEED* would indicate a low level of implementation and a high level of assistance needed in this area. Information used to make each determination should be included in the *Evidence of Support* column to validate the rating.

Each LOW rating is equal to 1 point.

Each MEDIUM rating is equal to 2 points.

Each HIGH rating is equal to 3 points.

Sub-total the number of Xs in each rating column. Place the sub-totals from each *Image of Success* on the last page of the tool under *Images of Success Totals*. Add them up and use the boxed information to determine the school's level of need.

Directions for Electronic (EXCEL) Use:

The EXCEL version of the tool is the same as the manual version except that as Xs are entered, the point total for each *Image of Success* column will be calculated. Upon completion, sub-totals and summaries will also be calculated and an overall total will appear. Use the boxed information to determine the school's level of need.

Tool for Assessing a School's Level of Need for School Improvement

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
I. Standards-Based Learning				
Curriculum				
The curriculum for reading/language arts is aligned to HCPS.				
The curriculum for math is aligned to HCPS.				
MS: School recognizes that state standards and assessments are baselines for all students, and that students need additional skills and knowledge for success after graduation. School has prioritized curriculums with mutually reinforcing components that address what students need to know and be able to do to be successful in life and the knowledge they need to be successful on high stakes tests.				
Essential knowledge and skills are identified and given priority in the development of the curriculum.				
Curriculum is coordinated across grade levels to reflect a meaningful sequence of student learning and commitment to learning, and to ensure scaffolding of learning. Faculty meets in vertical teams to ensure program coherence: consistency of curriculum expectations and outcomes. (Program Coherence).				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Provisions are made to meet the needs of a diverse, multi-cultural population (e.g., SPED, ELL, and other disaggregated groups).				
FOL: Student work and student engagement in learning, demonstrating the implementation of a curriculum defined by current research.				
FOL/MS: Integrated use of technology to assist students' learning in academic achievement and engage students. Technology is a tool.				
FOL: There is integration among the disciplines.				
FOL: Process exists for articulation among and between levels, departments or clusters.				
FOL: Academic support program to ensure students are meeting all requirements.				
FOL/MS: The extent to which all students have access to rigorous, standards-based curriculum as well as opportunities to explore real world application of their educational interests.				
MS: Curriculum has content that is relevant to the students. Students see the relevance of what they are learning. ("In effect, relevance leads to rigor.)				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Instruction				
Effective management and organizational strategies are consistently used to maximize students' academic engaged time.				
The instructional staff has a repertoire of proven and effective strategies and employs them to help students attain the HCPS and school-wide learner outcomes.				
Instructional strategies are consistent school-wide and are appropriate to subject matter, grade level, and range of student needs.				
Instructional approaches consistently help students to construct meaning, elaborate beyond content, and monitor their own learning.				
Positive academic learning environment is established.				
Time and space are effectively restructured to provide a more flexible and responsive educational program (e.g., modified master schedules, grouping, multi-age setting, etc.).				
FOL: Extent to which students know beforehand the standards expected performance levels for each area of study.				
FOL: Extent to which differentiation of learning is occurring and its impact on student learning.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
MS: School demonstrates successful practices integrating reading and writing strategies and are differentiated and adapted to meet the needs of diverse classrooms that include students with disabilities, students whose second language is English, and students who are disengaged.				
MS: All teachers address literacy and mathematical proficiency and personalize learning.				
FOL: Degree of involvement in the learning by students with diverse backgrounds and abilities.				
FOL/MS: The degree to which different learning styles of students and different instructional strategies are addressed through instructional approach.				
FOL: Extent to which teachers work as coaches to facilitate the learning for all students.				
FOL: Students are able to think, reason and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation. MS: Students demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. It is the quality of thinking, not quantity, that defines academic rigor.				
MS: Students are engaged in relevant learning through				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
<p>authentic problems or tasks, simulations, service learning, connecting concepts to current issues, and teaching others. Relevant learning is interdisciplinary and contextual. Students demonstrate the ability to apply their knowledge to real-life situations.</p>				
<p>FOL: Current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate. MS: Quadrant D – Students demonstrate the competence to think in complex ways and apply their knowledge and skills when confronting perplexing unknowns and creating solutions.</p>				
<p>MS: Students are actively engaged in their own learning process, doing the bulk of the work, and taking responsibility for their own learning.</p>				
Assessment				
<p>Frequent and timely assessments of students' learning progress provide feedback that informs both teachers and students and adjustments or modifications to the instructional process are made and alternative learning strategies or learning activities are provided based on the review of the assessment data. MS: School monitors student progress on a regular basis and use this data immediately to adjust instructional practices and</p>				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
intervene to meet student needs.				
MS: Multiple pathways to achievement are offered.				
MS: Academic interventions are available, understood by everyone, and fully and effectively utilized.				
Models and exemplars are developed so students, teachers and parents know what good performance looks like.				
Students are engaged in the self-assessment of their learning based on criteria for the standards and are able to use the information to help improve their learning.				
The implementation of an assessment and accountability system for evaluating school progress towards the school-wide learner outcomes and State standards is in place.				
School thoroughly reviews assessment and evaluation data and engages in continuous reflection to identify and develop appropriate interventions to improve student learning and to strengthen instructional effectiveness.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
FOL: Assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches.				
FOL: Extent to which parents and School Community Council are kept informed about the assessment results.				
MS: School engages parents and community members in assessing student work and defining mastery.				
MS: The school utilizes learning criteria for data collection and analysis process to clarify their missions, prioritize plans and interventions to address challenges, and critically review school performance against those plans on an ongoing fashion. The learning criteria provide a robust, comprehensive, and detailed portrait of school performance that clearly maps out a route for school improvement efforts.				
MS: School has collected data indicators for 1) Core Academic Learning, 2) Stretch Learning , 3) Learner Engagement, and 4) Personal Skill Development				
Standards-based Learning Total	0	0	0	

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support

II. Quality Student Support for Student Personal and Academic Growth

Environment that Promotes High Expectations for Student Learning and Behavior				
The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school's purpose and contributes to student achievement.				
The students are interactively involved in challenging, integrated, student-centered learning experiences in which individual differences, special needs, and/or cultural diversity are respected and accommodated.				
FOL: Students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and in the community to learn to respect self and others and to develop their responsibility.				
FOL: Extent that all students receive appropriate support along with personalized education plans to help ensure academic growth.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Array of Student Support Services				
Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations work together to problem-solve and share resources.				
Quality Student Support for Student Personal and Academic Growth Total	0	0	0	
III. Organization:				
Structure				
MS: Organizational structures (e.g. school schedules, use of time, unique learning opportunities, school calendars, and physical structure) is based by instructional needs. The structure facilitates staff collaboration, connect students with caring adults, and nurture learning environments designed to provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations. Time, use of space, “environment,” the facility, and resources are aligned with student learning and engagement goals.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Staff				
The school uses a process to consider the professional and personal strengths of staff members when making assignments to best match identified student needs.				
The staff is supported with time, personnel, material and fiscal resources for planning and collegial dialogue about issues relating to teaching/learning.				
Leadership is shared and fostered among staff members.				
Teachers meet daily to dialog on student learning and effective teaching practices.				
High School That Works/MS: Teachers have the knowledge, skills, and disposition to provide a learning environment that fosters rigor, relevancy and relationships. MS: "They need to be teachers first, experts second."				
Professional Development				
The school has a well-defined professional development plan that: 1) has been developed collaboratively; 2) is based on research about effective instructional strategies (best practices) and 3) focuses on all students achieving the standards and the school-wide learner outcomes.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
The school uses the student/community profile and other student assessment information in determining professional development activities.				
Professional development programs for staff focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement.				
The professional development plan for the school is designed to facilitate the acquisition of new knowledge and skills by the staff. Extensive follow-up support, coaching, and collegial planning time is provided.				
The school provides interactive learning experiences that include opportunities for reflection, planning, application, and sharing of learning.				
The school provides extensive training and support for the school's stakeholders to develop a deep understanding of the change process and its implications for the work of the school in its commitment to continuous improvement.				
Opportunities are provided for teachers to share their strengths with other teachers.				
Teachers are required to make individual professional development plans based on classroom observations.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Organization: Staff Total	0	0	0	
III. Organization: Leadership				
Leadership				
The principal is the school leader who effectively organizes and facilitates the school leadership team that includes teachers, other staff members, students and community members.				
The principal provides curriculum leadership by collaboratively developing and practicing the school vision, mission and focus for student learning. The principal empowers strong, committed curriculum leaders to realize the school purpose and is a positive role model (as a lifelong learner).				
MS: Leadership is focused on sustaining momentum for change and on reducing resistance to change.				
Leadership is assumed at different levels as appropriate; the administration, as well as teachers, students and other staff members can be leaders. MS: Leadership does not reside in a single position, but reflects the attributes, skills, and attitudes of the many staff members who take action and improve through effective learning communities. Leadership is distributed among staff who are knowledgeable of change management principles and processes.				
Leaders are skilled in involving others in decision-making.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Effective monitoring and systematic evaluation procedures are in place to ensure that progress is being made to address the HCPS and school-wide learner outcomes. Accountability for student learning is shared by everyone, e.g., principal and other appropriate personnel conduct routine walkthroughs to monitor the fidelity of instruction - curriculum pacing, differentiated instruction, impact of professional development on student learning, and effective teaching practices, etc.				
MS: School is led by individuals who possess skills and attitudes to take action rather than defend the status quo.				
FOL: The school leadership empowers the staff and encourage commitment, participation and shared accountability for student learning.				
FOL: The school leadership and staff annually monitor and refine the school's multi-year and school action plans based on the analysis of data to ensure alignment with student needs.				
The school leader communicates the likelihood of success based on the plan and hard work.				
The school leader models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.				
The school leader participates actively with school teams.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
The school leader spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.				
The school leader challenges, supports, and monitors the correction of unsound teaching practices.				
The school celebrates individual, team, and school successes, especially related to student learning outcomes.				
The school leader personally engages parents and the community in the improvement process.				
Organization: Leadership Total	0	0	0	
III. Organization: Governance, Culture and School Resources				
Vision and Mission				
FOL: The school has established a clear statement of vision and mission (purpose) based on student needs and current educational research.				
MS: The school has a clear picture of what their desired student results are. They know where they are going. What are the desired results of schooling.				
Faculty is committed to shared values and vision.				
MS: Leadership, staff, students, and stakeholders can articulate the reasons for change and can describe the vision				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
of school improvement.				
FOL: The school's vision and mission are further defined by General Learner Outcomes, HCPS, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations.				
School has designed their own comprehensive set of measures to determine educational effectiveness.				
Governance				
There is a shared decision-making process/system in place at the school that involves all stakeholders.				
The leadership team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.				
The governing authority has policies and procedures that are aligned with the school's purpose and support the GLOs and HCPS.				
Communication System				
There is an effective communication system between school, staff, families and their communities.				
The leadership team serves as a conduit of communication to the faculty and staff.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Parents receive regular communication (absent of jargon) about learning standards, their children's progress, and the parents' role in their children's school success.				
Resources				
School resources are consolidated, coordinated, and maximized to implement strategic actions in the school plan that will improve student achievement.				
External support is used to improve practices.				
FOL: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in the school's multi-year plan and the school action plan in accordance with the legal intent of the program(s) to support students in accomplishing the HCPS and the General Learner Outcomes.				
School Culture and Environment				
The school employs a range of strategies to engage parents and the community in all aspects of student learning.				
MS: School engages parents and community members in assessing student work and defining mastery.				
The school includes families and the community in professional development activities.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
MS: Interaction between and among students, teachers, administrators, parents, etc, are respectful, collegial, and warm. Positive relationships are everywhere and commonplace among the way that students, teachers, and parents interact and support the student as learner.				
MS: There is a sense of mutual accountability; people feel a sense of responsibility to one another and to the larger school community. Students feel recognized as individuals?				
MS: Diversity is valued and encouraged.				
Procedures are established at the school to compile and report on the assessments of student learning to all school community stakeholders on a timely and regular basis.				
Parents and/or community members are active partners in the school leadership team.				
There is a formal system at the school to get information out and feedback from parents and other stakeholders.				
FOL: There are strategies for involving non-English speaking parents.				
FOL: There are strategies and processes for supporting parents as active partners in the teaching/learning process.				
Faculty seeks to enhance their instructional knowledge and skills.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
FOL: The school nurtures learning and has a culture that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement.				
MS: Students take a leadership role in representing and “owning” the school, exhibiting energy and enthusiasm about their institution.				
MS: Physical space is clean and safe.				
Organization: Governance, Resources and School Culture Total	0	0	0	
IV. School Improvement Process				
Focused and Sustained Action				
Strategies are established to ensure sustainability of process for change and the reform initiatives (e.g., staff development of leadership, developing leadership from within, etc.).				
The school has a quality Strategic and AcFn Plan which is a living document for the school.				
MS: The school takes a coherent systems approach in supporting their young people. Everyone involved in and around the school and complex area push toward the same agenda and have the same priorities				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
Continuous Improvement Process				
Faculty engages in reflective inquiry.				
MS: Whole school reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. School uses data to make laser-like decisions about curriculum, instruction, and assessment. Using data, they validate areas of strengths and needs accurately, identify priority issues, and make adjustments effectively in order to meet the needs of all students.				
MS: The school improvement process encompasses continuous review and refinement of the school improvement process, as well as the monitoring of national trends, local needs, successful models, and best practices.				
The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.				
The leadership and instructional staff, in cooperation with the rest of the school community, plan, organize, manage, support and hold themselves accountable for a systematic, institutionalized improvement process that has broad-based participation and commitment. The process is clear, open to all, and regularly communicated to the entire school community.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
MS: The school uses a combination of strategies to achieve a vision of learning.				
Time is built into the school schedule for collaboration and staff development.				
School Improvement Process Total	0	0	0	
Totals	Low (1)	Medium (2)	High (3)	Totals
(31 items) Standards-based Learning Total	0	0	0	0
(5 items) Quality Student Support for Personal and Academic Growth Total	0	0	0	0
(13 items) Organization: Staff Total	0	0	0	0
(14 items) Organization: Leadership Total	0	0	0	0
(20 items) Organization: Governance, Resources and School Culture Total	0	0	0	0
(6 items) School Improvement Process Total	0	0	0	0

Total Points	0
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Low Need	Medium Need	High Need
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NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: Reviewers:	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	Evidence of Support
	97 to 119 Pts.	120 to 238 Pts	239 to 358 Pts	

FISCAL REQUIREMENTS FOR TITLE I SCHOOLWIDE CONSOLIDATED PROGRAMS

Revision #/date: _____

Aligned Academic Plan date: _____

School Year (SY) _____

Name of Provider: _____

School: _____ Org ID: _____

Contact Person: _____ Phone: _____

Strive HI Step: (Circle one) Priority Focus CI R

CAS Approval Signature: _____

Title I Office - Title I ONLY:

Rcv date: _____

Appr date: _____

Apprv'd by: _____

Deputy Sup't. _____

Line	FUNDS AVAILABLE	1st Alloc	2nd Alloc	Total Alloc
1	Allocation, FY 14-15 PID18902			0
2	Allocation, FY 14-15 PID18907			0
3	Carryover/Deficit, FY 13-14 18902/18907			
4	SFP FY 14-15 PID 18935			0
5	Carryover SFP FY 13-14 PID18935			
6	Suppl. Funds PID 18927			0
7	Suppl. Funds PID 25233/52002			0
8	WSF - for Schoolwide Improvement Efforts			
9	Other In-Kind Funds (i.e., KSBE, etc.)			
10	TOTAL FUNDS AVAILABLE			0

PD 10% 0

(Priority or Focus Schools only)

18902 15% Carryover 0

18907 15% Carryover 0

(For schools not receiving supplemental 18927 funds)

Yellow = Formulas Green = Figures need to be inputted

ASSURANCE

I assure that all expenditures listed below are aligned to our comprehensive needs assessment and school plan.

PRINCIPAL SIGNATURE: _____ DATE: _____

BUDGET PLAN

	PID 18902/18907		PID 18935		PID 18927/25233/52002		WSF - Sch Imp Efforts see examples on tab		Other In-Kind Funds		Total
	Title I	Fringe	SFP	Fringe	Title I	Fringe	WSF	Fringe	Other IKF	Fringe	
INSTRUCTIONAL PROGRAM	0		0		0		0		0		0
Personnel Services("A") [Fringe: Regular 42.04% average]											
11 Teacher (e.g., Classrm, CC) No. <input type="text"/> FTE <input type="text"/>		0				0		0		0	0
12 Other (e.g., EA) No. <input type="text"/> FTE <input type="text"/>		0				0		0		0	0
13 WSF Personnel - Suppl Supports No. <input type="text"/> FTE <input type="text"/>		0				0		0		0	0
Personnel Services("A1") [Fringes: Casual 2.64%; Subs. 8.84%]											
14 Part-Time Temp.Tchr (PTT) No. <input type="text"/>		0				0		0		0	0
15 Para-Prof.Tutor (PPT) No. <input type="text"/>		0				0		0		0	0
16 Substitute <input type="text"/> Days <input type="text"/>		0				0		0		0	0
Extended Learning Opportunities [Fringes: Regular 42.04% average; Casual 2.64%; Subs. 8.84%]											
17 ELT Teacher - payroll		0				0		0		0	0
18 Part-Time Temp.Tchr (PTT)		0				0		0		0	0
19 Para-Prof.Tutor (PPT)		0				0		0		0	0
20 Supplies/Other Expenses											0
Supplies/Other Expenses ("B")											
21 Supplies/Other Expenses											0
22 Contract Services. Attach description.											0
Equipment ("C") [e.g., computers, software, etc.]											
23 Attach itemized list/quantity/description.											0
INSTRUCTIONAL PROGRAM SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0

BUDGET PLAN

		PID 18902/18907		PID 18935		PID 18927/25233/52002		WSF - Sch Imp Efforts see examples on tab		Other In-Kind Funds		Total
		Title I	Fringe	SFP	Fringe	Title I	Fringe	WSF	Fringe	Other IKF	Fringe	
PROFESSIONAL DEVELOPMENT (10% MINIMUM FOR FOCUS/PRIORITY SCHOOLS)												
Personnel Services("A") [Fringe: Regular 42.04% average]												
24	Teacher (e.g., Acad Coach)	No.	<input type="text"/>	FTE	<input type="text"/>							0
												0
Personnel Services ("A1")												
25	Substitute Teacher	<input type="text"/>	Days	Fringe: 8.84%								0
												0
26	Stipends	<input type="text"/>	Days	Fringe: 2.64%								0
												0
27	Temp. Contract Employee (TCE)			Fringe: 2.64%								0
												0
Supplies/Other Expenses ("B")												
28	Supplies/Other Expenses											0
29	Contract Services. Attach description.											0
30	Out-of-State Travel. Attach purpose and expected outcome.											0
												0
Equipment ("C")												
31	Attach itemized list/quantity/description.											0
	PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL		0		0		0		0		0	0
SCHOOL & FAMILY PARTNERSHIP (PID 18935)												
Personnel Services ("A1") [Fringes:Casual 2.64%]												
32		No.	<input type="text"/>	FTE	<input type="text"/>							0
												0
Position Title(s)												
33	Supplies/Other Expenses ("B")											0
	SCHOOL & FAMILY PARTNERSHIP (SFP) SUB-TOTAL		0		0		0		0		0	0
34	TOTAL PROGRAM BUDGET		0		0		0		0		0	0
35	PLANNED CARRYOVER FROM FY 2014-15 TO NEXT YR.											0
36	TOTAL BUDGET PLAN (Line 36 must equal Line 10)		0		0		0		0		0	0

Submit 1) FRF draft to Title I Linker for review and CAS for review and approval 2) CAS approved FRF to Title I State Office to obtain approval and receive the 2nd increment of Title I funds.

Notes: PD = Professional Development (lines 24-31)
 SFP = School and Family Partnership, Program ID (PID) 18935, (lines 32-33)
 Strive HI Step: Priority, Focus, CI=Continuous Improvement, R=Recognition
 No. = Number; FTE = Full-Time Equivalence

DETAILED DESCRIPTION OF EXPENDITURES: (Attach additional documentation as needed)

DETAILED DESCRIPTION OF EXPENDITURES: (Attach additional documentation as needed)						
11	Instructional Program Personnel			HQT: Y / N	F/L Initials	Position Description (e.g., Resource; Class-size Reduction)
	Pg#, EA#					
Teacher	Pg#, EA#		\$0	1		
	Pg#, EA#			2		
	Pg#, EA#			3		
12	Pg#, EA#		\$0	1		
	Pg#, EA#			2		
	Pg#, EA#			3		
13	Pg#, EA#		\$0	1		
	Pg#, EA#			2		
	Pg#, EA#			3		
14	Pg#, EA#		\$0	1		
	Pg#, EA#			2		
	Pg#, EA#			3		
15	Pg#, EA#		\$0	1		
	Pg#, EA#			2		
	Pg#, EA#			3		
16	Personnel Services ("A1")				Cost	Purpose for substitutes
	Pg#, EA#		\$0	1		
Substitute	Pg#, EA#			2		

17 ELT Teacher - payroll	Extended Learning Opportunities Personnel				HQT: Y / N	F/L Initials	Position Description (e.g., Resource; Class-size Reduction)
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
18 PTT	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
19 PPT	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
20 INSTRUCTIONAL	Supplies/Other Expenses ("B") - ELO				Cost	Obj.Code	Detailed Description
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
	Pg#, EA#			4			
21 INSTRUCTIONAL	Supplies/Other Expenses ("B")				Cost	Obj.Code	Detailed Description
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
	Pg#, EA#			4			

22 INSTRUCTIONAL	Contract Services			Cost	Name of Contractor	Description of Service(s); # of Days	
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			3			
23 INSTRUCTIONAL	Equipment ("C")			Cost	Obj.Code	Quantity	Description of Equipment
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
	Pg#, EA#			4			
24 P.D. - Teacher	Personnel Services ("A")			HQT: Y / N	F/L Initials	Position Description (e.g., Academic Coach)	
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
25 P.D. - Substitutes	Personnel Services ("A1")			Cost	Purpose for substitutes		
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			
26 P.D. - Stipends	Personnel Services ("A1")			Cost	Purpose for stipends		
	Pg#, EA#		\$0	1			
	Pg#, EA#			2			

27	Personnel Services ("A1")			1	Cost	Purpose for TCE			
	Pg#, EA#		\$0						
	Pg#, EA#								
				2					
28	Supplies/Other Expenses ("B")			1	Cost	Obj.Code	Detailed Description		
	Pg#, EA#		\$0						
	Pg#, EA#								
	Pg#, EA#								
29	Contract Services			1	Cost	Name of Contractor	Description of Service(s); # of Days		
	Pg#, EA#		\$0						
	Pg#, EA#								
	Pg#, EA#								
30	Out-of-State Travel			1	Cost	Date(s)	Purpose and Outcome/Conference Title/Location		Traveler/Position
	Pg#, EA#		\$0						
	Pg#, EA#								
	Pg#, EA#								
31	Equipment ("C")			1	Cost	Obj.Code	Quantity	Description of Equipment	
	Pg#, EA#		\$0						
	Pg#, EA#								
	Pg#, EA#								

32	Personnel Services ("A1")					
	Pg#, EA#		\$0			
	Pg#, EA#					
SFP						
33	Supplies/Other Expenses ("B")					
	Pg#, EA#		\$0			
	Pg#, EA#					
	Pg#, EA#					
	Pg#, EA#					
	Pg#, EA#					
SCHOOL & FAMILY						

Note: Insert the Page # (Pg#), and Enabling Activity # (EA#) in the appropriate box.

Examples of WSF Supplemental - School Improvement Effort Expenditures

YES	NO
<ul style="list-style-type: none"> * Academic Coach * Professional Development - for instructional purposes * Travel - for instructional purposes * PTT - for Instructional purposes * PPT - for Instructional purposes * Computer Assisted Instruction programs/professional development * Computer Assisted Instruction diagnostic/universal screener programs/professional development * Class size reduction teacher * Instructional materials * Extended Learning Opportunities * Curriculum Coordinators * Additional counselors * Intervention programs 	<ul style="list-style-type: none"> * Regular classroom teachers meeting contractual student-teacher ratio * Non-instructional supplies, materials, equipment * Custodial personnel, supplies, materials, equipment * Facilities (maintenance) * Non-instructionally related contracts * Security personnel, supplies, materials, equipment * Administrative staff, supplies, materials, equipment

Directions to Complete Fiscal Requirements for Title I Schoolwide Consolidated Programs (FRF)

Enter required school information:

Revision #/date - Date FRF is complete/if FRF is a revision, enter the revision number (e.g., 2, 3, 4, 5, etc.)

Aligned Academic Plan date - Indicate date of corresponding Academic Plan

School Year (SY) - Enter school year for FRF

Name of Provider - Enter the name of the Professional Services Provider that the school has a current contract with

School - Enter the name of the school the FRF is being completed for

Org ID - Enter the school's 3 or 6 digit Org ID (e.g., 730, 730000, etc.)

Contact Person - Enter the name of the person who should be contacted if there are questions regarding the FRF
(programmatic and/or fiscal questions)

Phone - Enter the phone number of the contact person listed on the FRF

STRIVE HI Step - Move circle over current STRIVE HI Step

FUNDS AVAILABLE

The spreadsheet will automatically total the first and 2nd allocation in the TOTAL ALLOCATION column.

Line 1 Allocation SY 14-15 - Prog ID 18902 - Enter the first and 2nd allocation provided by the Title I office in specified column(s)

Line 2 Allocation SY 14-15 - Prog ID 18907 - Enter the first and 2nd allocation provided by the Title I office in specified column(s)

Line 3 Carryover/Deficit SY 13-14 - Prog ID 18902/18907 - Enter the amount in specified column

Line 4 Allocation SY 14-15 - Prog ID 18935 School Family Partnership - Enter the first and 2nd allocation provided by the
Title I office in specified column(s)

Line 5 Carryover/Deficit SY 13-14 - Prog ID 18935 - Enter the amount in specified column

Line 6 Supplemental Funds - Prog ID 18927 - Enter the first and 2nd allocation provided by the Title I office in specified column(s)

Line 7 Supplemental Funds - Prog ID 25233 and/or 52002 - Enter the first and 2nd allocation provided by the
Title I office in specified column(s)

Line 8 WSF - for School Improvement Efforts - Enter WSF amount of funds that will be used for School Improvement efforts,
such as:

1. Academic Coach
2. Professional Development - for instructional purposes
3. Travel - for instructional purposes
4. PTT - for Instructional purposes
5. PPT - for Instructional purposes
6. Computer Assisted Instruction programs/professional development
7. Computer Assisted Instruction diagnostic/universal screener programs/professional development
8. Intervention programs
9. Class size reduction teacher

10. Instructional materials
11. Curriculum Coordinators
12. Additional counselors

Line 9 Other In-Kind Funds - Enter Other In-Kind Funds amount of funds that will be used for School Improvement efforts:

1. Funds that are provided from an entity outside of the HIDOE, such as:
 - a. Kamehameha School Bishop Estate
 - b. Castle Foundation
 - c. Mott Foundation
 - d. Boys and Girls Club

Line 10 Total Funds Available - Automatically calculated, based on funds entered into first and/or 2nd Allocation and/or Total Allocation

ASSURANCE

School Principal signs and dates the Assurance

BUDGET PLAN - Instructional Program

*** Reminder: indicate expenditures in the appropriate Prog ID column**

Line 11 Teachers - Enter the number of teachers and the dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts, and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 11) on the Detailed Description of Expenditures Page

Line 12 Other (e.g., EAs) - Enter the number of EAs, etc. and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 12) on the Detailed Description of Expenditures Page

Line 13 WSF - Enter the number of teachers and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 13) on the Detailed Description of Expenditures Page

Line 14 PTTs - Enter the number of PTTs and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs

2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 14) on the Detailed Description of Expenditures Page

Line 15 PPTs - Enter the number of PPTs and dollar amount who for those will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 15) on the Detailed Description of Expenditures Page

Line 16 Substitutes - Enter the number of substitutes and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 16) on the Detailed Description of Expenditures Page

Line 17 Extended Learning Opportunities - Enter dollar amount for Teachers - payroll for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 17) on the Detailed Description of Expenditures Page

Line 18 Extended Learning Opportunities - Enter dollar amount for PTTs for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 18) on the Detailed Description of Expenditures Page

Line 19 Extended Learning Opportunities - Enter dollar amount for PPTs for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 19) on the Detailed Description of Expenditures Page

Line 20 Extended Learning Opportunities - Enter the dollar amount for supplies that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 20) on the Detailed Description of Expenditures Page

Line 21 Supplies and Other Expenses - Enter the dollar amount for supplies and other expenses that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 21) on the Detailed Description of Expenditures Page

Line 22 Contract Services - Enter the dollar amount for contract services that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 22) on the Detailed Description of Expenditures Page

Line 23 Equipment - Enter the dollar amount for equipment that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 23) on the Detailed Description of Expenditures Page

BUDGET PLAN - Professional Development

* Reminder: indicate expenditures in the appropriate Prog ID column

Line 24 Teachers (e.g., Academic Coaches) - Enter the number of teachers and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 24) on the Detailed Description of Expenditures Page

Line 25 Substitutes - Enter the number of substitute days needed and dollar amount that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 25) on the Detailed Description of Expenditures Page

Line 26 Stipends - Enter the number of stipend days and dollar amount that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 26) on the Detailed Description of Expenditures Page

Line 27 Temporary Contract Employees - Enter the dollar amount that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 27) on the Detailed Description of Expenditures Page

Line 28 Supplies and Other Expenses - Enter the dollar amount for supplies and other expenses that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 28) on the Detailed Description of Expenditures Page

Line 29 Contract Services - Enter the dollar amount for contract services that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 29) on the Detailed Description of Expenditures Page

Line 30 Out of State Travel - Enter the dollar amount for out of state travel that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 30) on the Detailed Description of Expenditures Page

Line 31 Equipment - Enter the dollar amount for equipment that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 31) on the Detailed Description of Expenditures Page

BUDGET PLAN - School and Family Partnership

* Reminder: indicate expenditures in the appropriate Prog ID column

Line 32 School and Family Partnership Personnel PTT or PPT - Enter the title of SFP personnel, number of SFP personnel to be hired and dollar amount for those who will be paid with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Fringe is automatically calculated for all Federal Prog IDs
2. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 32) on the Detailed Description of Expenditures Page

Line 33 Supplies and Other Expenses - Enter the dollar amount for supplies and other expenses that will be paid for with 18902, 18907, 18927, 25233, 52002, WSF for School Improvement Efforts and/or Other In-Kinds Funds.

1. Total amount, as indicated in TOTAL column will automatically be inserted into corresponding location (line in 33) on the Detailed Description of Expenditures Page

Line 34 TOTAL PROGRAM BUDGET - Automatically calculated.

Line 35 Planned Carryover - Enter the amount of planned carryover for Prog ID 18902/18907 and 18935.

Line 36 TOTAL BUDGET PLAN - Automatically calculated.

1. Total Funds Available (Line 10) and Total Budget Plan (Line 36) must match
2. If Total Funds Available (Line 10) and Total Budget Plan do not match, to correct this error, make sure that the sum in the Total Funds Available Line (Line 10) and Total Budget Plan (Line 36) match

DETAILED DESCRIPTION OF EXPENDITURES

Line 11 - Teacher(s) and 3 subsequent Lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if teacher(s) hired are highly qualified - Y or N
3. Indicate first and last initials of the teacher(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., resource teacher, class size reduction teacher)

Line 12 - EA(s) and 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if EA(s) hired are highly qualified - Y or N
3. Indicate first and last initials of the EA(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., assistant)

Line 13 - WSF - Personnel Supplemental Supports and 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if teacher(s) hired are highly qualified - Y or N
3. Indicate first and last initials of the teacher(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., resource teacher, class size reduction teacher)

Line 14 - PTTs and 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if PTTs hired are highly qualified or meet NCLB requirements - Y or N
3. Indicate first and last initials of the PTT(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., reading tutor, math tutor)

Line 15 - PPTs and 3 subsequent Lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if PPTs hired meet NCLB requirements - Y or N
3. Indicate first and last initials of the PPT(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., reading tutor, math tutor)

Line 16 - Substitutes and subsequent 2 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the quantity of substitutes to be utilized with the amount of funds
3. Indicate the purpose of the substitutes

Line 17 - Extended Learning Opportunities TEACHER - Payroll and 2 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if teacher(s) hired are highly qualified - Y or N
3. Indicate first and last initials of the teacher(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., resource teacher, class size reduction teacher)

Line 18 - Extended Learning Opportunities PTT - Personnel and 2 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if PTTs hired are highly qualified or meet NCLB requirements - Y or N
3. Indicate first and last initials of the PTT(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., reading tutor, math tutor)

Line 19 - Extended Learning Opportunities PPT - Personnel and 2 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if PPT hired meet NCLB requirements - Y or N
3. Indicate first and last initials of the PPT(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., reading tutor, math tutor)

Line 20 - Supplies/Other Expenses - ELO and the 4 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of supplies purchased
3. Indicate object code of supplies purchased
4. Provide a detailed description of the purchase

Line 21 - Supplies/Other Expenses and the 4 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of supplies purchased
3. Indicate object code of supplies purchased
4. Provide a detailed description of the purchase

Line 22 - Contract Services and the 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of the contractor to be hired
3. Indicate the name of the contractor to be hired
4. Indicate the description of services and the subsequent number of days that are provided

Line 23 - Equipment and the subsequent 3 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of equipment purchased
3. Indicate object code of equipment purchased
4. Provide a detailed description of the purchase

Line 24 - Personnel and the subsequent 2 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if teacher(s) hired are highly qualified - Y or N
3. Indicate first and last initials of the teacher(s) hired (e.g., Aloha Joe - AJ)
4. Provide a description of their instructional position (e.g., resource teacher, class size reduction teacher)

Line 25 - Substitutes and subsequent 2 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of substitutes to be utilized with the amount of funds
3. Indicate the purpose of the substitutes

Line 26 - Stipends and the subsequent 2 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of the stipends
3. Indicate the purpose of the stipends

Line 27 - Temporary Contract Employee (TCE) and the 2 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of the TCE
3. Indicate the purpose of the TCE

Line 28 - Supplies/Other Expenses and the 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of supplies purchased
3. Indicate object code of supplies purchased
4. Provide a detailed description of the purchase

Line 29 - Contract Services and the 3 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of the contractor to be hired
3. Indicate the name of the contractor to be hired
4. Indicate the description of services and the subsequent number of days that are provided

Line 30 - Out of State Travel and subsequent 3 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate the cost of the conference
3. Indicate the date(s) of the conference
4. Indicate the purpose of the conference, the expected outcomes of attending, the title of the conference and the location of the conference
5. Indicate the names and positions of the travelers attending the conference (e.g., Aloha Joe - class size reduction teacher)

Line 31 - Equipment and the subsequent 3 lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of equipment purchased
3. Indicate object code of equipment purchased
4. Provide a detailed description of the purchase

Line 32 - School Family Partnership position and 2 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate if meets NCLB requirement - Y or N
3. Indicate if PTT/PPT(s) hired are highly qualified - Y or N
4. Indicate first and last initials of the PTT/PPT(s) hired (e.g., Aloha Joe - AJ)
5. Provide a description of their instructional position (e.g., reading tutor, math tutor,)

Line 33 - Supplies/Other Expenses for School Family Partnership and the 4 subsequent lines below

1. Indicate where page number(s) and, Enabling Activity number(s) are located
2. Indicate cost of supplies purchased
3. Indicate object code of supplies purchased
4. Provide a detailed description of the purchase/ Parent Activity