

# School Improvement Grants Application

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

CFDA Numbers: 84.377A; 84.388A



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

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APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

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Signature of the Chief State School Officer:   X	Date:  02/22/10
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.	

**Bureau of Indian Education  
Division of Performance and Accountability  
Application for Funding  
(Funding Under ESEA, Section 1003(g); CFDA #84.377A; 84.388A)**

**Introduction/Background**

The Bureau of Indian Education seeks School Improvement Grant funding authorized under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Within the regulations and guidelines established, the BIE will administer sub-grants to its LEAs, defined as either a BIE-operated school or a tribally controlled contract/grant school, for the purpose of providing assistance for school improvement consistent with section 1116. The BIE will sub-grant at least 95 percent of the funds it receives to its LEAs/schools for school improvement activities, and will give priority to the lowest-achieving schools that demonstrate the greatest need for such funds and the strongest commitment to ensuring that such funds are used to provide adequate resources to enable these low performing schools to meet the goals under school improvement, corrective action, and restructuring. Once funds have been allocated to the identified “persistently lowest-achieving” schools, the BIE will use the remaining School Improvement Grant funds for other Title I schools in improvement, corrective action, or restructuring and will assist the schools with implementation of differentiated interventions and supports. Expected results from the implementation of these sub-grants include improving student proficiency and narrowing or eliminating the existing achievement gap between white and Indian students, increasing the number of schools that make adequate yearly progress, using data to inform decisions and creating a system of continuous feedback and improvement, building local capacity, and increasing the high school completion and college enrollment rates for Indian students.

It is critical to understand that the BIE piloted the implementation of a “Statewide” System of Support (SSOS) in school year 2008-2009 with 29 schools on the Navajo Reservation that were in restructuring status under the ESEA. The BIE expanded the SSOS in SY 2009-2010 to include an additional 19 schools in restructuring status from all over the country. In our early efforts to comprehensively support our schools in need of improvement and using the best research from efforts across the country, we continue to strengthen the framework that guides our work to improve our lowest performing schools. The BIE’s SSOS is designed to change the behaviors of the practitioners in the system (i.e., Education Line Officers, school principals, instructional coaches, teachers, and other professional support staff), in ways that increases learning outcomes for Indian students. The overall purpose of the BIE SSOS is to produce improved leadership capacity for effective

**In brief**, the rationale behind BIE’s System of Support (SoS) has been to unify BIE’s complex and varied system of schools through common standards of practice that impact the quality of leadership and instruction. In addition, the SoS aims to strengthen the ability of the organization to collectively learn from these efforts and use information to continuously improve. We call this our “Community of Learners” approach.<sup>1</sup>

With improved capacity to deliver quality instruction and an organizational culture that supports learning and improvement, BIE predicts that student achievement and school performance will improve. BIE’s specific impact and outcome statements for the System of Support align to existing GPRA goals related to increasing the number of schools achieving Adequate Yearly Progress (AYP) as well as the number of schools showing improvements in student Reading and Math achievement.

instruction so that instructional leaders understand how to strengthen school systems, become more effective and efficient in their work, and are able to support implementation of effective instructional strategies that will develop and sustain efficient and highly successful schools.

**Lessons Learned.** The design of the SSOS was influenced by the successful implementation of program-specific initiatives within BIE. Specifically, the Reading First Program was fully launched within a cohort of BIE schools during the 2004 – 2005 academic year and has shown remarkable success with these schools over time. Related programs that shared different funding streams but similar tenets and implementation requirements (i.e., BIE READs, Math Counts) were subsequently launched to similar success. Although these programs formed the instructional foundation of the SSOS, the process of bringing them to scale with the SSOS cohorts has varied from the original “launch” cohorts in terms of the application, intervention, and evaluation processes.

	Lessons Learned
Application Process	<ul style="list-style-type: none"> <li>• Require a rigorous application process</li> <li>• Provide in-person technical assistance throughout the application process</li> <li>• Identify rigorous evaluation standards for the application and for program implementation</li> <li>• Include assurances with clear incentives for program fidelity</li> </ul>
Intervention Process	<ul style="list-style-type: none"> <li>• Combine on-site, regional, national, and distance technical assistance and learning opportunities that can be differentiated to school needs</li> <li>• Shore up Leadership at the School and Line Offices with additional expertise at the SEA level and direct technical assistance where needed (e.g., Turnaround Office).</li> <li>• Provide a mix of horizontal(i.e., role-specific) and vertical (i.e., coaches, principals, ELOs, ADDs learning as a unit) professional development opportunities</li> <li>• (Incentives) Ensure intensity (e.g., in expectations, in implementation, in evaluation) is distributed across stakeholders and leaders, even if specific responsibilities vary.</li> </ul>
Evaluation Process	<ul style="list-style-type: none"> <li>• Integrate portions of evaluation into intervention process</li> <li>• Balance evaluation with data collection from internal (within the system) and external (external evaluators) sources</li> <li>• Ensure ample data triangulation for enhanced reliability and validity</li> <li>• Share results on an ongoing basis</li> <li>• Ensure standardization in tools and methodology</li> </ul>

SSOS schools were selected by the SEA, and were then asked to adhere to and implement the requirements of these programs, rather than being asked to compete for the funds for them up front. Further, the themes for the technical assistance that has been provided to SSOS schools has been consistent with those from the past, but because of the larger scope of schools, technical assistance typically provided at a more regional level (i.e., quarterly Leadership Institutes) has been targeted to a smaller cluster of participating individuals within each school (i.e., school Principals and instructional “Coaches” as opposed to including the *entire* instructional staff). Finally, a rigorous external evaluation process was embedded into the program implementation process with the original cohorts. The SSOS

schools have generated similar data but the rigor with which these data have been used to evaluate their success has been somewhat diluted.

These lessons contribute to the rationale for several of the strategies BIE intends to “reactivate” and deploy with Tier I schools benefitting from this funding, and to some degree, the “Targeted” Tier III schools identified in this application. In addition, they align clearly to the mix of Incentives, Capacity, and Opportunities that an educational system must provide to best stimulate improvement.<sup>1</sup>

***The importance of coordinating the Title I, Part A §1003 (a) and Title I, Part A §1003 (g) school improvement grants to BIE’s goals and other funding sources available through ARRA cannot be overstated. We believe that the BIE can add much to the national discourse on how to energize educational reform in Indian country and in those places that continue to struggle with the great challenge of educating students living in poverty.***

## **PART I: SEA REQUIREMENTS**

- A. ELIGIBLE SCHOOLS:** For the BIE, the LEA is defined as an individual BIE-operated or tribally controlled contract/grant school. Consequently, the BIE, as the SEA, will identify all Tier I and Tier III schools for the system, and the individual schools will assume the remainder of the LEA responsibilities identified in the 1003(g) application and regulations.

### **Definition of Persistently Lowest-Achieving:**

***For purposes of identifying the lowest achieving schools, the BIE used the all students group including those students who take one of the 23 state’s assessment in reading/language arts and mathematics required under section 1111(b)(3) of the ESEA, that is, students in grades 3 through 8 and whichever grade is assessed in high school in the 23 states where BIE schools are located. The “all students” group includes limited English proficient (LEP) students and students with disabilities, including students with disabilities who take an alternate assessment based on alternate academic achievement standards. All of the BIE schools that offer an academic program and for whom the BIE is responsible for reporting AYP status were included. The BIE defined lack of progress as at least two consecutive years of not making AYP in the all student subgroup, for school years 07-08 and 08-09, and persistently lowest achieving schools were identified by using an adding ranks methodology described below.***

Given the inherent challenges related to the BIE’s accountability system (i.e., use of 23 separate state assessment accountability systems to determine proficiency in reading and math) , a decision was made to use the process outlined below for identification/determination of the persistently lowest achieving schools, referred to as Tier I schools. ***The BIE identified the lowest-achieving 5 % of Title I schools in improvement, corrective action, or restructuring in the system, since this number was greater than 5. None of the BIE secondary schools have a graduation rate as defined in 34 C.F.R. §200.19(b) that is less than 60% over a number of years, therefore, no high schools in BIE were added to Tier I.*** The BIE does not have any schools that qualify as Tier II schools, as all secondary schools in the BIE system receive

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<sup>1</sup> Kerins, Perlman, & Redding. (2009). *Coherence in statewide systems of support*. Academic Development Institute: Lincoln.

Title I funds. None of the BIE's secondary schools surfaced in the 5% lowest achieving schools, but some are identified as Tier III schools.

***The schools on the Tier III lists include all of the remaining BIE schools identified for improvement, corrective action, or restructuring per the Guidance on School Improvement grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965. Given the large number of schools on the Tier III list for the BIE, a decision was made to identify a "targeted" Tier III group, which includes those schools that are performing in the bottom 20% of all BIE schools, in order to adequately fund programs of sufficient size and scope in Tier I and Tier III.***

**Determination of PLA:** The lowest achieving five percent of BIE schools in school improvement, corrective action, or restructuring (6 schools) was calculated using an adding ranks method determined by the following series of calculations:

- 1) Calculated the percent proficient for reading/language arts for every school using the most recent assessment data available (08-09).
- 2) Calculated the percent proficient for mathematics for every school using the most recent assessment data available (08-09).
- 3) Rank ordered the schools based on percent proficient for reading/language arts from the highest percent proficient to the lowest. The highest percent proficient received a rank of one.
- 4) Rank ordered the schools based on percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.
- 5) Rank ordered the schools based on the combined reading/language arts and mathematics ranks for each school. The schools with the highest combined rank were identified as the lowest-achieving schools.

In order to determine "lack of progress," the BIE repeated Steps 1 – 5 for one previous year (07-08) for each school. Finally, the number of years the school had failed to make AYP was added to the sum to determine "persistently low-achieving."

The BIE used whatever the definition of proficient is in each of the states where its schools are located. No attempt was made to "weight" or analyze the disparity in proficiency cut scores and annual measurable objectives determined by each state and/or to analyze and compare the rigor of the actual assessments given in each of the 23 states.

**See Table 1A in Appendix A** for the list of identified Tier I schools.

**See Table 1B** in Appendix A for the list of identified Tier III schools.

**See Table 1C** in Appendix A for the list of prioritized Tier III schools.

## **B. EVALUATION CRITERIA**

### **Part 1: Application**

***The BIE will require each LEA/ school to address the requirements listed in Part 1 of this application*** and will use the following criteria to evaluate each of the Tier I LEA applications:

- 1) Schools will be required to form a team or use an already existing school improvement team to complete a comprehensive needs assessment. Participation of key stakeholders in the self-assessment process is important. Schools will be required to use the Needs Assessment tool developed by the BIE for 1003(g) application purposes based on the *Center for Innovation and Improvement's* list of indicators needed for rapid school improvement. (See **Appendix B** for the Needs Assessment). ***The Needs Assessment tool was also designed to be used for future planning around the rapid school improvement indicators and are incorporated in the BIE's web-based, on-line school improvement tool, NATIVE Star.***<sup>2</sup> Upon completion of the needs assessment, an external entity/partner will conduct an on-site review with the school team to verify the results of the needs assessment and assist with selection of an intervention model. ***The school's analysis of the results of the needs assessment will be reviewed in an attempt to identify the root causes and to guide the school in its selection of an intervention model. The justification for the selection of a specific model must be described in a narrative.*** The LEA/School may also request to use a "coached" needs assessment process to analyze its needs. The needs assessment would be completed with consultation from an external consultant selected by the school or provided by the BIE. **The decision regarding the selection of the external consultant would be made jointly by the school and the BIE.**
- 2) ***The BIE will utilize the results of the school's needs assessment and the consequent analysis to determine if the school is targeting the financial resources to significantly improve the teaching and learning process at the school. Additionally, the BIE will utilize a 1003(g) Application Scoring Rubric to determine if the LEA (school) has demonstrated through its application that it has the capacity to use school improvement funds to provide adequate resources and related support in order to fully and effectively implement the selected intervention. (See Appendix C for the 1003(g) Application Scoring Rubric).***
- 3) ***Schools identified as Tier I will receive priority for full funding in the BIE competitive award process. The proposed allocation for each school depends on the interventions to be carried out and the level of benefits provided and not on the funding generated by the school under the statute. The budget will take into account the following: 1) the intervention model (turnaround, restart, closure, or transformation) selected by the school; 2) the budget must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years (SY10-11, SY11-12, and SY12-13) as the BIE has applied for a waiver to extend the period of availability of funds; 3) the budget must be planned not to exceed 2 million dollars per year (Tier I); and each Tier III school funded in this competitive process will receive at least \$50,000 per year as required; 4) the SIG portion of school closure costs may be lower than the amount for other models and will be granted for only one year.*** The BIE will utilize a 1003(g) Application Scoring Rubric to determine if the LEA's (school's) budget includes sufficient funds to implement the selected intervention fully and effectively throughout the period of availability of those funds.

## **Part 2: Commitment**

***The BIE will assess each school's commitment by evaluating the actions that the schools take prior to submitting a grant application and those conducted after receiving the grant. Specifically,***

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<sup>2</sup> See Needs Assessment document for explicit description of use of Needs Assessment for SIG application and how it can be used on an on-going basis to support school improvement and intervention model implementation.

- 1) To assess the LEA's/school's commitment to design and implement a selected intervention, a set of assurances has been developed to accompany each of the four possible interventions. ***The requirements of each intervention will be comprehensively presented in a technical assistance grant writing session to be held for all eligible schools, and schools will demonstrate commitment through attendance at these sessions. On-going technical assistance will be provided through the BIE's Statewide System of Support and the Title I office throughout the application writing and revision processes.*** LEA's/schools will be required to sign the assurances indicating their commitment to the BIE's overall plan for school improvement and to the effective implementation of the locally developed plan. ***Signatures on the set of assurances completed with the LEA application will indicate a full understanding of the commitment required to implement the selected intervention.*** Additionally the BIE will use the application that schools complete to determine "strongest commitment." The application requires the LEA to describe the needs assessment data they will use to determine the selected intervention. The responses will be reviewed to determine which schools demonstrate a strong commitment to raising achievement through the use of data and research. In addition, applications will be reviewed for inclusion of a strong evaluation component that will demonstrate commitment to sustaining the school improvement process. **(See Appendix D).**
- 2) To assess the LEA's school's commitment to recruit, screen, and select external providers, if applicable, to ensure their quality, schools will agree to use external providers who have already been vetted by the BIE System of Support Management Team for the purposes of providing technical expertise with implementation of a variety of components of the selected school intervention model, helping the school evaluate its data and making changes needed based on the data, providing job-embedded professional development, designing equitable teacher and principal evaluation systems that rely on student achievement, and creating safe and secure school environments that meet students' social, emotional, and behavioral health needs. The commitment to utilize vetted providers will be included on the assurances signed by the LEA/School. ***BIE is in the process of an extensive "Request for Proposals" (RFP) process to secure the services of a number of individuals as well as large companies that can provide the required expertise, technical assistance, and professional development services to its schools. The scoring rubric that will be utilized by the RFP Review team is attached. Schools will identify in their applications that they intend to use providers secured through this process to meet the identified needs of the school. If schools indicate that they wish to secure their own providers, the BIE will ask the school to provide evidence that the provider has the knowledge, skills, and expertise indicated on the RFP scoring rubric. The current RFP process does not include requests for proposals from companies that could possibly serve in the capacity of a charter management organization or an educational management organization. The school's project plan outlined in their application will include specific details of the work that the external providers will perform at the school site along with the criteria by which the external provider's work will be evaluated.***
- 3) ***If the LEA/School selects the restart model for its intervention and chooses to write an application to become a charter school, a number of challenging rules and regulations will need to be negotiated between the school and the BIE. Currently, the BIE has no charter authority, and the current legal interpretation of regulations governing BIE funded schools in relation to charter status would suggest that choosing to become a charter school would sever the relationship that the school currently has with the BIE. If however, a school should choose this intervention model, the complex rules and regulations governing this choice would need to be negotiated to determine the appropriate entity responsible for holding the Charter School Operator or Charter Management Operator (CMO) accountable for meeting the final***

**requirements. Tribally controlled schools** could decide to use an education management organization (EMO) to implement the restart model. If the LEA/school identifies this intervention in its application, a recommended review process **for the selection of an Education Management Organization** will be made available to the LEA/School. (See Appendix E) The BIE would require enough information in the LEA/School application to be confident that, if the application is funded, the LEA/school would in fact enter into a contract with an EMO to implement the restart model.

- 4) To assess the LEA's/School's commitment to align other resources with the interventions, the sub grant review team will scrutinize the school's plan and budget to determine whether implementation of the selected intervention is clearly evident and prioritized. The LEA/School will be encouraged to use a number of resources, in addition to SIG funds, to implement the selected intervention model, i.e., Title I, Part A, Title II, Part A, which could be used to recruit high-quality teachers, etc. **The school will provide a narrative description of how the other resources (e.g., personnel, materials, and services) will be used to support the selected intervention model in the grant application and this will be evaluated according to the Application Scoring Rubric.**
- 5) To assess the LEA's/School's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the sub-grant review team will look for evidence in the application regarding specific actions to be taken related to each intervention. **Given that BIE schools are the LEA's, this requirement likely looks very different from other States. The BIE will ask for evidence in the grant application that the tribally controlled contract/grant schools have reviewed current policies and procedures to ensure alignment with the selected intervention. For BIE operated schools, the policies that guide operation are federal policies, over which individual schools have little control (i.e., federal personnel policies, rules, and regulations, union agreements, etc.). The BIE will ask for evidence that the school has reviewed school policies and practices (i.e., calendars, time, scheduling, professional development provision, etc.) that may need to be modified in order to support implementation of the selected intervention in the grant application.** Additionally, the BIE will review previous school improvement plans, allocations of resources, financial expenditures, and outcomes to determine the level of commitment.
- 6) **To assess the school's commitment to sustain the reform efforts after the funding ends, the BIE will examine proposed budgets to determine how improvement efforts established can be sustained. Additionally, the BIE will request a narrative in the LEA/school grant application that identifies resources, financial and otherwise, that demonstrates initial thinking on the part of the school regarding how the reform efforts will eventually be institutionalized at the school along with the level of detail provided for item #4 – alignment of other resources. The BIE Turnaround Office will also be coordinating substantial professional development and technical assistance at the education line office level as well as the school level to ensure that effective practices are institutionalized and the line offices will be provided with mechanisms for on-going monitoring after the funding ends (NATIVE Star)**
- 7) The BIE has embedded a second application for LEA's/Schools identified as Tier III. (See Part II – LEA Applications)

### C. CAPACITY

The BIE will include indicators of capacity in the LEA/School application and will evaluate the school's responses according to the evaluation rubric. The application will include opportunities for the LEA/School to address the credentials of its staff to fully implement a selected intervention, and will specifically require assurances from the tribally controlled school boards that they will eliminate

barriers in order to facilitate full and effective implementation of the selected model. If a tribally controlled contract/grant school selects the restart, turnaround, or transformation intervention model, they must also agree to work closely with the BIE "Turnaround Office" in the Division of Performance and Accountability. ***The identified LEA/School does possess a degree of "lack of capacity" on its own given the current state of academic outcomes for its students (Tier I schools range from 0% proficient to less than 10% in reading and math), and that it will require significant support from the BIE/SEA in order to effectively implement the selected intervention model. The individual schools are the LEA and this section of the requirements is asking that a school that has consistently failed to meet academic achievement benchmarks and annual measurable objectives demonstrate through the application that it now, has the capacity to implement effective school reform. In order to address the lack of capacity, while simultaneously supporting schools with implementation, the BIE, as the SEA, (not the LEA) is organizing its management structure to more effectively support its Tier I schools. The reconfigured management structure is described in more detail on pages 13 – 15 of this application. Should a tribally controlled school elect not to apply for competitive funding under Section 1003(g); an individual contact will be made with the appropriate school official(s) to determine the reasons. If the school claims it lacks capacity, the BIE will evaluate the sufficiency of the school's claim and the BIE's Statewide System of Support/Turnaround Office will provide technical assistance to the school to build capacity, write the grant application and plan for implementation and evaluation of the grant if the tribally controlled school requests this level of support in order to meet the capacity requirements. This level of support will automatically be made available to BIE operated Tier I schools.***

***Given the structure of the BIE system, the requirement to state what the BIE will do if it determines that an LEA has more capacity than it says it has is not applicable.***

#### **D. DESCRIPTIVE INFORMATION**

Below is the process and timeline the BIE will use for approving LEA/school applications:

- 1) The BIE will hold a sub-grant writing technical assistance session with representatives from the 6 schools identified as Tier I, "persistently lowest-achieving," immediately upon notification that the BIE's State application has been approved for funding. ***We anticipate this 2 day session to be held during the week of March 29 – April 2, 2010. The session will be used to review the grant application step by step, including comprehensive descriptions of the 4 intervention models, along with initial suggestions related to program implications.*** Applications will be due to BIE on or before **May 7, 2010**.
- 2) ***The BIE is holding its regularly scheduled Spring Leadership Institute April 13 – 15, 2010, in Portland, Oregon, and will provide school teams with grant writing technical assistance during this time.***

The School Improvement sub-grant applications will be reviewed by a team of three highly qualified members of the BIE System of Support Management Team during **the week of May 10 – 14, 2010**. Application reviews will be based on the evaluation criteria in the Application Scoring Rubric. Each application will be independently read and scored by a minimum of two reviewers. The reviewers will confer in a group discussion to clarify scoring and discuss differences. If a discrepancy exists in the scoring of an application, a third reviewer from the team will review and score and determine if the application "meets requirements." If the review indicates that the application is very close to meeting all requirements and "needs revisions," the reviewer(s) will contact the LEA/School and provide feedback to assist with necessary revisions. The LEA/School will be given a specified time in

which to complete the required revisions and re-submit the application. A second review will occur to determine if the application now “meets requirements” and is eligible for funding. All reviews and determinations will be completed no later than **June 30, 2010**, with **funding to be distributed to the LEA’s/Schools no later than July 9, 2010**. The intent of the proposed timeline is to ensure that the LEA/School has the ability and resources needed to establish the basic elements of its selected intervention model by the beginning of the 2010-2011 school year.

All final LEA/School applications and a summary of the grants, including the name and NCES identification number of each LEA/School, amount of grant award, and the type of intervention to be implemented in the Tier I schools will be posted on the BIE Website no later than **July 9, 2010**.

The BIE will hold an additional sub-grant writing technical assistance session with representatives from schools identified and prioritized to receive Tier III funding. This session will be held during the week of March 29 – April 2, 2010. LEA’s/Schools identified as Tier I **MAY NOT** elect to apply only for Tier III funds. If the tribally-controlled contract/grant schools choose not to apply for funding as a Tier I school, they are ineligible to apply as a Tier III school according to the regulations. BIE-operated Tier I schools will be required to complete the sub-grant application for SIG funding.

Tier III LEA/School applications will be due on **May 14, 2010**. Applications will be reviewed by a team of program staff from the Division of Performance and Accountability and award/funding determinations will be made by **July 9, 2010**. Funding will be distributed to Tier III LEA’s/Schools by **July 16, 2010**.

***4) Once all of the sub-grants have been awarded (Tier I & Tier III), technical assistance to support initial program implementation will be provided by the BIE through the school’s identified intervention or school support team.***

5) Each Tier I LEA/School will be required to establish specific annual goals for student achievement on its identified State ESEA assessment for both reading/language arts and mathematics. Given the identification of the six (6) persistently lowest-achieving LEA’s/Schools, the BIE will be using ESEA assessments for the states of New Mexico and South Dakota and will analyze data to determine if the LEA/School has established ambitious goals that will lead to significant improvement in student achievement outcomes ***and will review yearly outcomes each August to determine whether the schools have made the progress identified in their applications.*** BIE has a partnership with NWEA, and plans to use these data to determine the degree to which goals are significantly ambitious and attainable.

It is anticipated that these six (6) persistently lowest-achieving schools may have difficulty showing significant academic improvement on the required ESEA state assessment after just one year of implementation. Consequently, Tier I schools will be required to have short-cycle; formative, curriculum-based measures in place, in addition to the required ESEA state assessment. The BIE will examine results from these formative assessments quarterly along with other factors such as fidelity of implementation and progress on the leading indicators identified in the final requirements to determine whether the SIG grant should be renewed. ***Even if the school does not meet the annual student achievement goals established in the application, the BIE may renew the school’s SIG application if the school is making progress according to the formative assessment data and progress on the leading indicators and there is sufficient evidence of fidelity of implementation of the selected intervention model.***

***The BIE will utilize the same process for reviewing Tier III goals annually and will be working with a number of ESEA state assessments (NM, WA, SD, ND, OR, WY) to complete this review in addition to quarterly formative assessment review. If a Tier III school does not meet the annual student achievement goals established in the application, the BIE may renew the school's SIG application if the school is making progress according to the formative assessment data and progress on leading indicators.***

7) As stated above, the BIE is organizing its management structure to more effectively support and monitor all of its schools in school improvement, corrective action, and restructuring. In order to ensure full compliance with the requirements of the School Improvement Grant for the Tier I LEA's/Schools, the BIE will:

- Create a designated school turnaround office
- Assign senior staff and required resources to direct and coordinate the BIE's role in school turnaround efforts
- Provide Education Line Offices with means to monitor SIG implementation and report on leading indicators (i.e., NATIVE Star)
- ***Develop strategies related to specific turnaround options (e.g., transformation, turnaround)***
- ***Integrate support to ELO's and schools into the existing SSOS to maximize resources and reduce duplication of effort***
- Form an assessment technical advisory team to align several formative assessments to State ESEA assessments to vet the annual goals that schools set for growth and to set intermediate goals to determine if the school is on the right trajectory to meet its goals.
- Provide "calibration checks" for the LEA/School to use to monitor its own performance and implementation
- Conduct frequent on-site implementation visits and reviews with each of the LEA's/Schools and utilize the expertise of the assessment technical advisory team to ensure that assessments are being administered according to established protocols, serve as a proctor when indicated, and validate results
- Conduct monthly "roundtable" data sessions at each school to ensure the school is implementing the intervention model effectively

4) The BIE anticipates that it will have sufficient school improvement funds to serve the six (6) eligible Tier I schools.

5) The BIE will use the following criteria to determine ***the funding necessary for*** a Tier I school implementing a turnaround, restart, or transformation model:

- Size of the student population – All BIE schools are comparatively "small," with schools identified as Tier I ranging from 60 students (K-8) to 292 students (K-12).
- Four of the six schools have received substantial financial support from the BIE and are currently participating as identified schools in the Statewide System of Support. These four (4) schools may require less financial resource than the two schools that were not previously identified for services. A careful review of previous and current funding will take place during the application review process.

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- The actual amount of the award will be based on an analysis of what it will take to fully and completely implement the selected model, which may end up being less than \$2,000,000.00
- 6) There are 115 remaining Title I schools in school improvement, corrective action, or restructuring status that qualify as Tier III schools. The BIE will use the following criteria to prioritize funding to these schools:
- Schools in the bottom 20% of all schools in the BIE based on combined proficiency rates in reading/language arts and math and;
  - Have not made AYP for at least 2 years and/or;
  - Schools that have not previously received significant financial resources through other BIE program improvement initiatives, i.e., BIE READS, Math Counts, System of Support, FOCUS, etc.
- 7) The BIE does not intend to take over any Tier I school.
- 8) The BIE is uncertain at the time of this application whether it may provide services directly to any of its Tier I schools. If it is determined at a later time that the BIE will provide services directly, the application will be amended and the required information provided.

## E. ASSURANCES

By submitting this application, the BIE assures that it will do the following:

- ✓ Comply with the final requirements and ensure that each LEA/School carries out its responsibilities
- ✓ Award each approved LEA/School a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention as a Tier I school **and that the SEA has determined has the capacity.**
- ✓ Apportion its school improvement funds in order to make grants to LEA's/Schools, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the BIE or an individual LEA/School to extend the period of availability.
- ✓ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEA's/Schools consistent with the final requirements if not every Tier I school in the BIE receives FY2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the BIE does not have sufficient school improvement funds to serve every Tier I school in the system).
- ✓ Monitor each LEA's/School's implementation of the interventions supported with school improvement funds **as described in the BIE's application.**

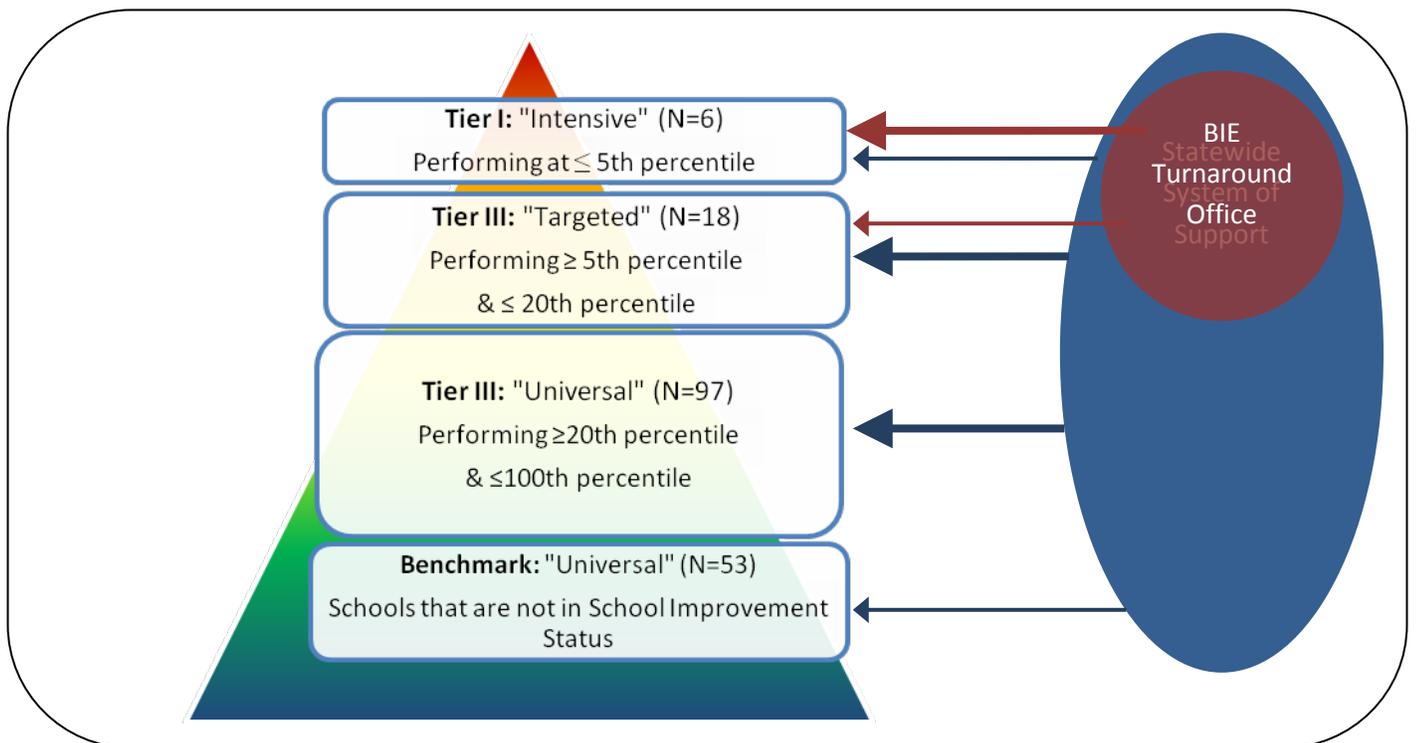
- ✓ ***To the extent a Tier I school implementing the restart model becomes a charter school, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.***
- ✓ Post on the BIE Website within 30 days of awarding School Improvement Grants, all final LEA/School applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA/School awarded a grant; amount of grant; and type of intervention to be implemented in each Tier I school.
- ✓ Report the specific school-level data required in Section III of the final notice.

## F. SEA RESERVATION

As permitted, the BIE will retain up to 5% of the total amount of funds it receives under section 1003(g) for administration, evaluation, and technical assistance expenses.

As stated previously, the BIE is in Year II of implementation of a Statewide System of Support. Initially, the BIE focused and targeted assistance to schools in restructuring status under Section 1116 of NCLB. We are now working to ensure that the system differentiates supports to schools and Education Line Offices based on their needs as determined by results of annual adequate yearly progress determinations, school-wide monitoring results, research-based needs assessments, administrative and financial audits and reviews, and other leading indicators. The prioritizing of support, and the primary methods by which BIE will deliver it, are illustrated in Figure 1.

Figure 1.



In an effort to best attend to the needs of Tier I schools, BIE will create a Turnaround Office as a component of the overall Statewide System of Support. ***It is anticipated that the Turnaround Office will be operational by July 1, 2010.*** Its activities will be consistent with, but more targeted and intense than, those currently being deployed to SSOS schools. The Turnaround Office will reside within BIE's Division of Performance and Accountability and will serve as a hub for the array of efforts and providers in close collaboration with the Division of School Operations, both internal and external to BIE, serving its schools (See Figure 2).

The primary focus of the BIE Turnaround Office will be to provide direct support and service to Tier I schools in the areas of school improvement and effective instructional processes. ***The head of the Turnaround Office will have the following responsibilities:***

- ***Coordinate the on-site technical assistance provided by the intervention and school support teams to education line offices that have Tier I and Tier III schools and to Tier I schools directly based upon data, on-site reviews, etc.***
- ***Assist school administrators in building master schedules for restructuring the school and designing a school based professional development plan that is high quality and job-embedded***
- ***Implement the necessary structures, supports, and professional development that teachers and principals need to be successful in a community of learners model***
- ***Assist school administrators with implementation of the BIE's web-based continuous school improvement planning, monitoring, and reporting tool (NATIVE Star)***
- ***Work collaboratively with other program offices to realign and expand the current capacity of the BIE's Statewide System of Support***
- ***Engage external partners to help build each school's capacity to support the transformation of Tier I schools into highly effective/successful schools.***
- ***Develop explicit goals for schools and ways to hold schools and/or external providers working with schools accountable for measurable progress.***

Secondarily (and as funds allow), the Turnaround Office will provide support and service to Tier III Targeted schools, albeit at a less intensive level. Finally, and importantly, the Turnaround Office will coordinate the financial and human resources contributing to this initiative. As such, it will standardize efforts, protocols, and practices throughout the application, implementation, and evaluation processes.

BIE's SSOS provides critical context for the Turnaround Office. For example, the SSOS core instructional philosophies, assessment and evaluation data, and technical assistance approaches and providers will be consistent elements within the Turnaround Office framework. As appropriate, some improvement strategies being deployed within the SSOS will also engage Tier I Intensive and Tier III Targeted schools (e.g., Leadership Institutes), though the characteristics of their participation may vary in intensity (e.g., wider staff attendance and participation).

Schools classified within Tier III (Both “Targeted” and “Universal”) will be the primary focus of the broader efforts of the SSOS. Secondly, schools not in school improvement status, or Benchmark schools, may also participate in and benefit from services provided by the SSOS as they elect.

Hence, common to the Turnaround Office and the overall SSOS are improvement strategies, instructional methodologies and emphases, protocols, and indicators. The critical difference between the two entities will be the varying frequency, intensity, and duration of assistance given the schools within the different Tiers, as well as the resources required for making this a reality.

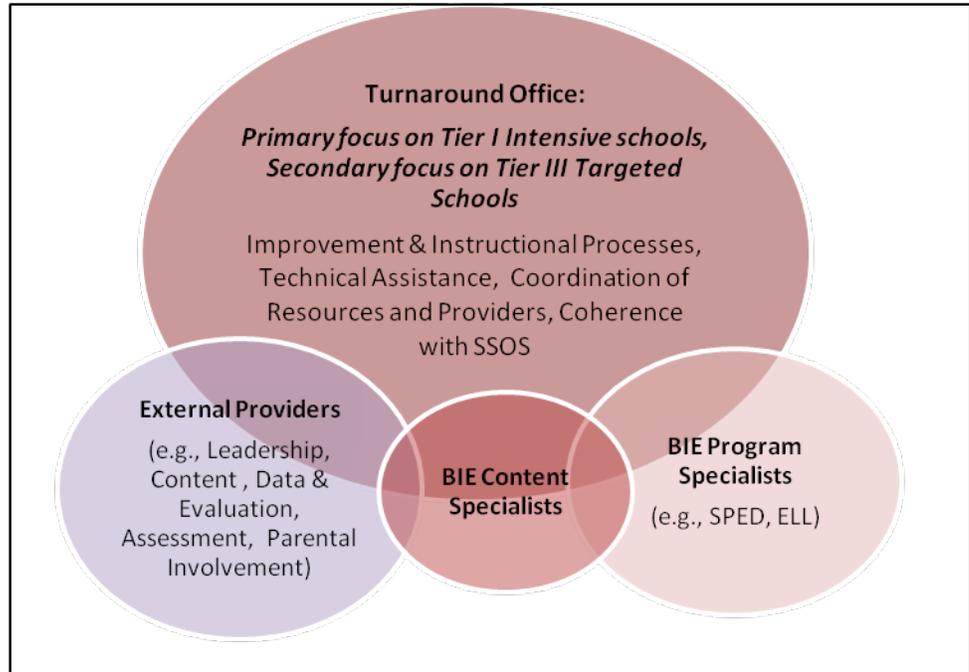


Figure 2

**Specific Strategies for the Turnaround Office:**

- 1) The turnaround office will have the responsibility to provide concentrated and coherent resources and expertise to the identified Tier I “Intensive” schools (Primary) and, to a less intense degree Tier III “Targeted” schools (Secondary).
- 2) Funds will be used to provide:
  - a. **Significant on-site support to the identified Tier I schools.** The BIE will be developing on-site intervention teams, comprised of distinguished educators and consultants, who can provide each of the six (6) Tier I schools with intensive support related to implementation of the selected intervention model. The intervention teams will be stationed at each of the six (6) schools for extended periods of time to provide direction, guidance, and technical assistance *specific to each school’s selected intervention model implementation. It is anticipated that on-site intervention teams will (not intended as an all inclusive/exhaustive list):*

- *Assist school leadership teams with work plans for the year and identify specific work products to produce*
  - *Provide on-site professional development and technical assistance on a variety of topics specific to each school's needs*
  - *Assist with on-going data analysis (real-time)*
  - *Support the improvement of staff evaluation systems in the Tier I schools and provide high quality training for those conducting evaluations*
  - *Provide support for each school's instructional coach(s)*
  - *Support the development of subject-specific pedagogical knowledge*
  - *Support development of leadership capabilities and ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them grow and improve their professional practice*
  - *Promote the development of a culture in which professional collaboration is valued and emphasized*
- b. **Training for the intervention teams.**
- c. **Standards and indicators of effective practice** as well as related tools for self-assessment, planning, and evaluation of continuous improvement. (NATIVE Star)
- d. **School support teams for Tier III "Targeted" schools.**
- e. **Partnership with an external provider** who will assist the BIE with on-going development, implementation, evaluation, and modification of the Statewide System of Support.
- f. **Comprehensive training, professional development and support for all staff** who are involved with implementation in Tier I and Tier III schools.
- g. **More rigorous, timely, and accessible data collection and analysis capabilities** to allow the entire system to track student/school performance in real time and to support its ongoing efforts to be a data-driven Community of Learners.

**The BIE is committed to transforming as many of its low performing schools as possible over the next three years with intensive interventions supported by 1003(g) school improvement grants.**

## **G. CONSULTATION WITH STAKEHOLDERS**

The BIE does not have a Committee of Practitioners, but has consulted with the following stakeholders that have an interest in this application:

Interim Acting Director

Deputy Director for School Operations

Associate Deputy Directors for Western Region, Eastern Region, and Navajo Region

Associate Deputy Director for the Division of Performance and Accountability

Education Line Officers

**H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.**

**The Bureau of Indian Education** requests a waiver of the requirements it has listed 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 BIE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE's Tier I schools.

- ✓ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ✓ Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The State assures that, prior to submitting this request in 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 this request 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 this waiver request 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.

The State assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

## APPENDICES

APPENDIX A  
TIER I, III, AND PRIORITIZED/TARGETED TIER III  
SCHOOLS

**Appendix A**

**Table 1 – A IDENTIFIED TIER I SCHOOLS**

Persistently lowest-achieving 5% of schools in school improvement, corrective action, or restructuring.

SCHOOL NAME	NCES ID #	SCHOOL STATUS
Alamo Navajo Community School	590000600023	Restructuring
Rock Creek Grant School	590002200162	Restructuring
T’siya Elementary & Middle School	590002100160	School Improvement -2
Dibe Yazhi Habitiin Olta’, Inc.	590000600027	Restructuring
Sitting Bull (Little Eagle) School	590002200161	Restructuring
Ojo Encino Day School	590000600034	Restructuring

**Appendix A Table 1 – B IDENTIFIED TIER III SCHOOLS**

SCHOOL NAME	NCES ID #	SCHOOL STATUS
Ahfachkee Day School	590000700041	School Improvement - 2
American Horse School	590001600113	Restructuring
Atsa Biyaazh Community School	590001600113	School Improvement - 1
Baca/Dlo'ay Azhi Community School	590000600024	Restructuring
Beatrice Rafferty School	590000700042	Corrective Action
Black Mesa Community School	590000400008	Restructuring
Bug-O-Nay-Ge-Shig School	590001100081	Planning for Restructure
Chemawa Indian School	590001700120	School Improvement – 2
Cherokee Elementary School	590000700044	Corrective Action
Cherokee High School	590000700045	Planning for Restructure
Cheyenne-Eagle Butte School	590000300004	Restructuring
Chi-Chil-Tah Community School	590000600026	Restructuring
Chief Leschi School	590001700121	Corrective Action
Chilchinbeto Community School	590002400175	Restructuring
Chinle Boarding School	590000400009	Restructuring
Choosgai Community School	590000900061	Restructuring
Cibecue Community School	590000800058	Restructuring
Circle of Nations	590001100083	Corrective Action
Couer d'Alene Tribal School	590001700122	Restructuring
Cottonwood Day School	590000400010	Restructuring
Cove Day School	590002000143	Restructuring
Crazy Horse School	590001600114	Restructuring
Crow Creek Reservation High School	590000500019	Corrective Action
Crow Creek Sioux Tribal Elementary School	590000500018	Corrective Action
Crystal Boarding School	590000900062	Restructuring
Dennehotso Boarding School	590002400176	Restructuring
Dilcon Community School	590000900063	Restructuring
Dzilth-Na-O-Dith-Hle Community School	590000600029	Restructuring
Enemy Swim Day School	590000500020	Corrective Action
First Mesa Elementary School	590001000078	School Improvement – 1
Flandreau Indian Boarding School	590001100084	Restructuring
Fond du Lac Ojibwe School	590001100084	Planning for Restructure
Gila Crossing Community School	590001400111	Restructuring
Greasewood Springs Community School, Inc.	590000900064	Restructuring
Havasupai Elementary School	590001000072	Restructuring
Hunter's Point Boarding School	590000900066	Restructuring
Indian Township School	590000700052	Restructuring
Isleta Elementary School	590002100152	Restructuring
Jeehdeez'a Academy, Inc.	590000400011	Restructuring
Jemez Day School	590002100153	Restructuring
John F. Kennedy Day School	590000800059	Planning for Restructure

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Kaibeto Boarding School	590002400179	Restructuring
Kayenta Community School	590002400180	Restructuring
<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>SCHOOL STATUS</b>
Kickapoo Nation School	590001300102	School Improvement – 2
Kin dah Lichi’l Olta	590000900067	Restructuring
Laguna Elementary School	590002100154	Restructuring
Laguna Middle School	590002100155	Restructuring
Lake Valley Navajo School	590000600031	Restructuring
Little Singer Community School	590002400182	Planning for Restructure
Little Wound School	590001600115	Restructuring
Loneman Day School	590001600116	Restructuring
Lower Brule Day School	590000500021	School Improvement – 1
Lummi High School	590001700123	Restructuring
Lummi Tribal School System	590001700124	Restructuring
Mandaree Day School	590002300167	Planning for Restructure
Mariano Lake Community School	590000600032	Restructuring
Marty Indian School	590001800132	Corrective Action – 1
Mescalero Apache School	590002100156	Restructuring
Miccosukee Indian School	590000700053	School Improvement – 2
Moencopi Day School	590001000077	School Improvement – 1
Muckleshoot Tribal School	590001700125	Restructuring
Naa Tsis’aan	590002400183	School Improvement – 1
Na Neelzhiin Ji’Olta	590000600033	Restructuring
Nay-ah-Shing	590001100089	Planning for Restructure
Nazlini Community School	590000400014	Restructuring
Nenahnezad Community School	590002000145	Restructuring
Noli School	590001900136	Corrective Action
Northern Cheyenne Tribal School	590000200002	Restructuring
Ohkay Owingeh Community School	590001200093	Restructuring
Ojibwa Indian School	590002300168	Restructuring
Paschal Sherman Indian School	590001700126	Corrective Action
Pierre Indian Learning Center	590000300005	Restructuring
Pine Hill Schools	590002100157	Restructuring
Pine Ridge School	590001600117	Restructuring
Pine Springs Day School	590000900068	Planning for Restructure
Porcupine Day School	590001600118	Restructuring
Pueblo Pintado Community School	590000600035	Restructuring
Pyramid Lake High School	590001000137	Corrective Action
Quileute Tribal School	590001700127	School Improvement – 2
Red Rock Day School	590002000146	Corrective Action
Rock Point Community School	590000400016	Restructuring
Rough Rock Community School	590000400017	Restructuring
San Felipe Pueblo Elementary School	590002100158	Restructuring
San Ildefonso Day School	590001200094	Planning for Restructure
San Simon School	590001400105	Restructure
Sanostee Day School	590002000147	School Improvement – 2

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Santa Fe Indian School	590001200096	Planning for Restructure
Santa Rosa Boarding School	590001400106	Restructuring
<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>SCHOOL STATUS</b>
Seba Dalkai Boarding School	590000900069	School Improvement – 1
Sherman Indian High School	590001900138	Restructuring
Shiprock Northwest High School	590002000148	Planning for Restructure
Shonto Preparatory School	590002400186	Planning for Restructure
Shoshone-Bannock School District No. 512	590001700128	Restructuring
Sky City Community School	590002100159	Planning for Restructure
St. Francis Indian School	590001800134	Restructuring
St. Stephens Indian School	590000200003	Corrective Action
Standing Rock Community School	590002200163	Restructuring
Takini School	590000300006	Restructuring
Taos Day School	590001200097	School Improvement – 1
Tate Topa Tribal School	590002200164	Restructuring
Theodore Jamerson Elementary School	590002200165	Corrective Action
Tiis Nazbas Community School	590002000150	Restructuring
Tiis Ts'ozí Bi'Olta (Crownpoint)	590000600036	Restructuring
Tiospa Zina Tribal School	590000500022	Restructuring
Tiospaye Topa School	590000300007	Corrective Action
Tohaali' Community School	590002000151	Restructuring
To'Hajiilee Day School	590000600037	Restructuring
Tohono O'odham High School	590001400108	Restructuring
Tonalea Day School	590002400187	Restructuring
Turtle Mountain Elementary	590002300170	School Improvement – 1
Turtle Mountain High School	590002300171	Restructuring
Turtle Mountain Middle School	590002300172	Restructuring
Two Eagle River School	590001700129	Planning for Restructure
Wa He Lut Indian School	590001700131	School Improvement – 2
White Shield School	590002300174	Planning for Restructure
Wide Ruins Community School	590000900070	Restructuring
Wingate Elementary School	590000600039	Restructuring
Wingate High School	590000600040	Restructuring
Wounded Knee District School	590001600119	Restructuring
Yakama Nation Tribal School	590001700130	Corrective Action

**APPENDIX A      PRIORITIZED - TARGETED TIER III SCHOOLS****Table 1 – C**

Schools performing in the bottom quintile (20%) based on combined proficiencies in reading and mathematics.

SCHOOL NAME	NCES ID #	SCHOOL STATUS
Mariano Lake Community School	590000600032	Restructuring
Choosgai Community School	590000900061	Restructuring
Mescalero Apache School	590002100156	Restructuring
Chi-Chil-Tah Community School	590000600026	Restructuring
Crazy Horse School	590001600114	Restructuring
To'Hajiilee Day School	590000600037	Restructuring
Chemawa Indian School - Secondary	590001700120	School Improvement – 2
Dzilh-Na-O-Dith-Hle Community School	590000600029	Restructuring
Na Neelzhiin Ji'Olta	590000600033	Restructuring
Ohkay Owingeh Community School	590001200093	Restructuring
Lummi Tribal School System	590001700124	Restructuring
Muckleshoot Tribal School	590001700125	Restructuring
Porcupine Day School	590001600118	Restructuring
Little Wound School	590001600115	Restructuring
American Horse School	590001600113	Restructuring
Flandreau Indian Boarding School - Secondary	590001100084	Restructuring
Crystal Boarding School	590000900062	Restructuring
Lake Valley Navajo School	590000600031	Restructuring
Havasupai Elementary School	590001000072	Restructuring

**APPENDIX B**  
**SCHOOL NEEDS ASSESSMENT TOOL**

A. <sup>3</sup> Shared Leadership	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
	YES	NO	Primary Responsibility	Target Date for Completion
The Associate Deputy Director & Education Line Office				
1. ADD/ELO procedures support school-based decision making.				
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.				
3. The ADD/ELO has provided the school with a “letter of understanding” about the school’s intervention implementation and the ADD/ELO’s support of it.				
<b>Teams and Time</b>				
1. A team structure is officially incorporated into the school improvement plan and the school governance policy.				
2. A Leadership Team including the principal and teacher leaders from each Instructional Team is in place.				
3. The Leadership Team meets regularly (twice a month or more).				
4. The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.				
5. The Leadership Team serves as a conduit of communication to the faculty and staff.				
6. The Leadership Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.				
7. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.				
8. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.				

*The Needs Assessment tool was also designed to be used for future planning around the rapid school improvement indicators and are incorporated in the BIE’s web-based, on-line school improvement tool, NATIVE Star. These are not additional requirements, but represent practical measures schools can refer to in support of intervention model implementation and continuous school improvement.*

9. Instructional teams meet regularly (twice a month or more) to conduct business.				
10. Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.				
<b>Shared Leadership (continued)</b>	<b>Assessing the Current Situation</b>		<b>Future Planning (Not expected to be completed at time of application)</b>	
<b>Teams and Time</b>	<b>YES</b>	<b>NO</b>	<b>Primary Responsibility</b>	<b>Target Date for Completion</b>
11. A School Community Council including the principal, teacher representative(s), counselor, parent liaison, and parents is in place.				
12. The SCC meets regularly (twice a month or more).				
13. All teams prepare agendas for their meetings.				
14. All teams maintain official minutes of their meetings.				
15. The principal maintains a file of the agendas, work products, and minute				
<b>The Principal</b>				
1. Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting the goals.				
2. Principal leads and participates actively with the Leadership Team.				
3. Principal participates actively with the SCC and shows support for its significance.				
4. Principal monitors the work of Instructional Teams and helps to keep the m focused on instructional improvement.				
5. Principal monitors curriculum and classroom instruction regularly.				
6. Principal helps poorly performing teachers to improve.				
7. Principal spends at least 50% of his/her time working directly with teachers to improve instruction.				

B. Data and Research	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
Student Learning Data	YES	NO	Primary Responsibility	Target Date for Completion
1. The school tests every student annually with the same achievement test in basic subject areas so that each student’s year-to-year progress can be tracked.				
2. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.				
3. Teachers receive timely reports of results from periodic, standards-aligned tests.				
4. The school maintains a central data base that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.				
5. Teams and teachers receive timely reports from the central database to assist in making decisions about each student’s placement and instruction.				
6. Yearly learning goals are set by the Leadership Team, utilizing student learning data.				
7. The Leadership Team monitors student learning data.				
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum.				
9. Instructional teams use student learning data to plan instruction.				
10. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.				
11. Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans.				

Operational Data				
1. The Leadership Team maintains an accessible file of key documents including the school improvement plan, policies and procedures, schedules, and program decisions.				

B. Data and Research (continued)	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
Operational Data	YES	NO	Primary Responsibility	Target Date for Completion
3. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.				
4. The Leadership Team reviews the principal’s summary of classroom observations and takes them into account in planning professional development.				
5. The Leadership Team maintains an accessible file of the agendas, minutes, and work products of the Leadership Team, the Instructional Teams, and the SCC.				
6. The school improvement plan’s objectives are linked to action statements with follow-up monitoring of progress.				
Research				
1. The Leadership Team maintains an accessible file of research on topics tied to the school improvement plan.				
2. Teachers report on what they have learned at conferences and submit relevant information for inclusion in the research file.				
3. Representatives from the school visit other schools to see programs of interest, report their findings, and include the report in the research file.				
4. Instructional Teams investigate topics of particular interest and report findings, including reports filed in the research file.				
5. Teams and individuals use the research files to inform their decisions.				

A. Curriculum	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
	YES	NO	Primary Responsibility	Target Date for Completion
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.				
2. Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.				
3. Teachers submit weekly lesson plans based on aligned units of instruction.				
4. Units of instruction include standards-based objectives and criteria for mastery.				
5. Units of instruction include pre/post-tests to assess student mastery.				
6. Units of instruction include specific learning activities aligned to objectives.				
7. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.				
8. Materials for standards-aligned learning activities are well-organized, labeled, stored for convenient use by teachers.				
<b>B. Assessment</b>				
The teacher:				
1. Uses objectives-based pre-tests.				
2. Uses objectives-based post-tests.				
3. Maintains a record of each student’s mastery of specific learning objectives.				
4. Tests frequently using a variety of evaluation methods and maintains a record of the results.				
5. Differentiates assignments in response to individual student performance on pre-tests and other methods of assessment.				
<b>C. Instruction</b>				
<b>Classroom Culture</b>				
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.				
2. Transitions between instructional modes are brief and orderly.				
3. Students maintain eye contact and are attentive.				

4. Students raise hands or otherwise signal before responding.				
The teacher:				
5. Uses a variety of instructional modes-whole class, small-group, independent, computer-assisted, computer-based, etc.				
6. Maintains well-organized student learning materials in the classroom.				
7. Displays completed student work in the classroom.				
8. Posts classroom rules and procedures in the classroom.				
9. Corrects students who do not follow classroom rules and procedures.				
10. Reinforces classroom rules and procedures by positively teaching them.				
<b>C. Instruction (continued)</b>	<b>Assessing the Current Situation</b>		<b>Future Planning (Not expected to be completed at time of application)</b>	
The teacher	YES	NO	Primary Responsibility	Target Date for Completion
11. Engages all students, e.g., supports “silent” students to participate.				
12. Is active in the classroom regardless of the instructional mode.				
13. Interacts with students instructionally, managerially, and socially as appropriate.				
<b>Teacher-Directed Whole-Class or Small Group: Introduction</b>				
The teacher:				
1. Reviews the previous lesson.				
2. Clearly states the lesson’s topic, theme, and objectives.				
3. Stimulates interest in the topics.				
4. Uses modeling, demonstration, graphics and other visual aids.				
<b>Teacher-Directed Whole-Class or Small Group: Presentation</b>				
The teacher:				
1. Proceeds in small steps at rapid pace.				
2. Explains directly, explicitly, and thoroughly.				
3. Maintains eye contact.				
4. Speaks with expression and uses a variety of vocal tones.				
5. Uses prompting/cueing.				
<b>Teacher-Directed Whole-Class or Small Group: Summarize/Confirm Mastery</b>				
The teacher				
1. Re-teaches when necessary.				

2. Reviews with drilling/class recitation.				
3. Reviews with questioning.				
4. Summarizes key concepts.				
<b>Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction</b>				
The teacher:				
1. Re-teachers following questioning.				
2. Uses open-ended questioning and encourages elaboration.				
3. Re-directs student questions.				
4. Encourages peer interaction.				
5. Encourages students to paraphrase, summarize, relate.				
<b>C. Instruction (continued)</b>	<b>Assessing the Current Situation</b>		<b>Future Planning (Not expected to be completed at time of application)</b>	
<b>Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction (cont.)</b>	<b>YES</b>	<b>NO</b>	<b>Primary Responsibility</b>	<b>Target Date for Completion</b>
The teacher:				
6. Encourages students to check their own comprehension.				
7. Verbally praises students.				
<b>Student-Directed Small- Group or Independent</b>				
The teacher:				
1. Travels to all areas in which students are working.				
2. Meets with students to facilitate mastery of objectives.				
3. Encourages students to help each other with their work.				
4. Interacts instructionally with students (explaining, checking, giving feedback).				
5. Interacts managerially with students (reinforcing rules, procedures, and expectations).				
6. Interacts socially with students (noting and attending to an ill student, asking about the weekend, inquiring about the family, etc.).				
7. Verbally praises students.				
<b>Computer-Based Instruction</b>				
1. Students are engaged and on-task.				
2. Students are comfortable with the program and its navigation.				
The teacher:				

3. Travels about the room to assist students.				
4. Has documentation of the computer program’s alignment with standards-based objectives.				
5. Maintains a record of student mastery of standards-based objectives.				
6. Assesses student mastery in ways other than those provided by the computer program.				
Homework, Communication with Parents				
The teacher:				
1. Maintains a file of communication with parents.				
2. Regularly assigns homework (4 or more days a week)				
3. Checks, marks, and returns homework.				
C. Instruction (continued)	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
Homework, Communication with Parents	YES	NO	Primary Responsibility	Target Date for Completion
The teacher:				
4. Includes comments on checked homework.				
5. Counts homework toward student’s report card grade.				
6. Systematically reports to parents the student’s mastery of specific objectives.				
D. Professional Development				
1. Professional development for teachers includes observations by the principal related to indicators of effective teaching.				
2. Professional development for teachers includes observations by peers related to indicators of effective teaching.				
3. Professional development for teachers includes self-assessment related to indicators of effective teaching.				
4. Teachers are required to develop individual professional development plans based, in part, on classroom observations.				
5. Professional development of individual teachers includes an emphasis on indicators of effective teaching.				
6. Professional development for the whole faculty includes assessment of strengths				

and areas in need of improvement from classroom observations of indicators of effective teaching.				
7. Teacher evaluation examines the same indicators used in professional development.				
8. The principal plans opportunities for teachers to share their strengths with other teachers.				
<b>Connection Indicators - Purpose</b>				
1. The school’s mission statement is distinct, clear, and focused on student learning.				
2. The school’s parent Compact outlines the responsibilities/expectations of teachers, parents, and students.				
<b>Connection Indicators – Purpose (continued)</b>	<b>Assessing the Current Situation</b>		<b>Future Planning (Not expected to be completed at time of application)</b>	
	YES	NO	Primary Responsibility	Target Date for Completion
3. The school’s parent Compact includes responsibilities/expectations of parents drawn from the curriculum of the home.				
4. The school’s parent Compact is annually distributed to teachers, school personnel, parents, and students.				
5. The school’s homework policy provides guidelines for amount of daily study time at home by grade level.				
6. The school’s homework policy requires homework at all grade levels.				
7. The school’s homework policy makes homework a part of the student’s report card grade.				
8. The school’s homework policy stresses the importance of checking, marking, and promptly returning homework.				
9. The school’s mission statement, parent Compact, and homework policy are included in the school improvement plan.				
10. The school celebrates its accomplishments.				
11. The school recognizes the individual accomplishments of teachers.				
12. The school recognizes the accomplishments of instructional and leadership teams.				

B. Communication				
1. The school’s parent Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.				
2. The school’s parent Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.				
3. Parent-teacher conferences are held at least twice a year and include students at least once a year.				
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.				
5. The “ongoing conversation” between school personnel and teachers is candid, supportive, and flows in both directions.				
6. Teachers are familiar with the curriculum of the home and discuss it with parents.				
B. Communication (continued)	Assessing the Current Situation		Future Planning (Not expected to be completed at time of application)	
	YES	NO	Primary Responsibility	Target Date for Completion
7. Teachers regularly make “interactive” assignments that encourage parent-child interaction relative to school learning.				
8. Parents are familiar with the curriculum of the home and discuss it with teachers.				
C. Education				
1. The school offers parent education programs focused on building skills relative to the curriculum of the home.				
2. Parent education programs are led by trained parent leaders.				
3. Parent education programs include some multi-session group experiences with specific agendas or curricula.				
4. Professional development programs for teachers include assistance in working effectively with parents.				
D. Association				
1. The school provides “intergenerational associations” in which students of different ages are brought together to learn.				

2. The school provides “intergenerational associations” in which parents or community volunteers assist in the classroom.				
3. The school provides opportunities for parents to get to know each other and discuss the curriculum of the home.				
4. The school’s policies encourage parents to visit classrooms.				
5. The school has a friendly document that outlines the ground rules for parent visits to classrooms.				
6. The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning.				
7. All-school events include parent-child interactive activities.				
8. Office and support staff are trained to make the schools a “welcoming place” for parents and visitors.				

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process

Student Demographics	Possible Indicators
<input type="checkbox"/> Enrollment	The number of students in the school; students in special programs (special education, gifted and talented), by ethnicity or other meaningful categories.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behaviors (disaggregated by teacher when appropriate)
<input type="checkbox"/> Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	Possible Indicators
<input type="checkbox"/> Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes (MAP/NWEA, etc.), results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.

<input type="checkbox"/> Multi-year Trends	Academic achievement data from several years
<input type="checkbox"/> Completion Rates	Promotion/graduation rate, retention rates
<input type="checkbox"/> Comparative Data	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.).
<input type="checkbox"/> Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.
Curriculum and Instruction	<b>Possible Indicators</b>
<input type="checkbox"/> Learning Expectations	Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.
<input type="checkbox"/> Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
<input type="checkbox"/> Instructional Materials	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.
<input type="checkbox"/> Instructional Technology	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.

<input type="checkbox"/> Support Personnel	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.
High-quality Professional Staff	Possible Indicators
<input type="checkbox"/> Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.
<input type="checkbox"/> Staff Specialists, and other Support Staff	Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.
<input type="checkbox"/> Professional Development	The existence of district and school-level professional opportunities available to teachers that are aligned to specific needs of the school and staff; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
<input type="checkbox"/> Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students. Staff certification, specializations, degrees should also be considered. Staff attendance rate.
<input type="checkbox"/> School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	Possible Indicators
<input type="checkbox"/> Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
<input type="checkbox"/> Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.

<input type="checkbox"/> Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
<input type="checkbox"/> Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
<input type="checkbox"/> Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style.
<input type="checkbox"/> Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.
School Context and Organization	Possible Indicators
<input type="checkbox"/> School Mission/Vision	Statement of the underlying philosophy of the school.
<input type="checkbox"/> Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
<input type="checkbox"/> School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
<input type="checkbox"/> Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that student learning is not fragmented.
<input type="checkbox"/> Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.
<input type="checkbox"/> Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities.

**Summarize the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school's deficiencies (problem finding), the school's improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school's current capacity (i.e., leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model (Tier I) and the school improvement strategies (Tier III).**

# APPENDIX C

## SCORING RUBRIC



Criteria/Indicator	SCALE	
Requirement 2: Project Plan & Timelines (50 points)	Meets Requirements _____	Requires Revision _____
<ul style="list-style-type: none"> <li>- Intervention model actions</li> <li>- Timeline for intervention model implementation</li> <li>- Annual student achievement goals and objectives</li> </ul> <p>Tier III Services and Activities</p> <p>Consultation</p>	<p>Proposal contains a thorough description of the actions the school has taken or will take to:</p> <ul style="list-style-type: none"> <li>Design and implement an intervention consistent with the final requirements with <b>full implementation in fall 2010</b></li> <li>Design and implement the services and activities for Tier III</li> <li>Recruit, screen, and select external partners, if applicable, to ensure quality</li> <li>Modify practices and policies to enable the school to implement the intervention effectively</li> <li>Sustain the reform efforts after the funding ends</li> </ul> <p>Proposal contains a detailed timeline delineating the steps the school will take to implement the intervention model</p> <p>Proposal includes realistic and measurable goal and objectives</p> <p>Proposal clearly identifies relevant stakeholders in the improvement process for Tier I schools and describes the consultation process to communicate and seek input regarding the application and implementation of school intervention models.</p>	<p>Proposal is lacking information or includes a vague description of the actions the school has taken or will take to implement the intervention model and/or it is <b>not evident that full implementation will occur in fall 2010</b></p> <p>Proposal is lacking information and does not clearly identify the services/activities the Tier III school will engage in</p> <p>Proposal includes a vague description of a timeline for implementation.</p> <p>Proposal lacks realistic and measurable goals and objectives.</p> <p>Proposal provides a vague description of the stakeholder consultation process to communicate and seek input regarding the application and implementation of the selected school intervention model.</p>

Required Revisions:

A large empty rectangular box with a black border, intended for listing required revisions.



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Criteria/Indicator	SCALE	
Requirement 4: Assurances & Waivers (10 points)	Meets Requirements _____	Requires Revision _____
<p>Assurance Agreement</p> <p>Requested Waivers</p>	<p>All assurance boxes have been checked indicating agreement to comply with the stated assurances.</p> <p>The chief administrative officer of the school has signed and dated the grant application indicating agreement to comply with the stated assurances and the set of assurances that accompany each intervention model.</p> <p>The school has indicated which of the waivers it intends to implement.</p>	<p>The school has not checked all of the assurances boxes indicating agreement to comply with stated assurances.</p> <p>The chief administrative officer of the school has not signed the grant application or has indicated particular objections to certain assurance statements.</p> <p>The school did not indicate which if any of the waivers it intends to implement and did not provide any information regarding this issue.</p>
Required Revisions:		



# APPENDIX D

## INTERVENTION MODEL ASSURANCES

Appendix D

The Turnaround Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two (2) years) and rehires no more than 50% of the staff using locally developed competencies; grant the principal sufficient operational flexibility, and implements other prescribed and recommended strategies.

1. The school assures that it will select a new leader if current principal has been in position for more than 2 years, and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, and will screen all existing staff and rehire no more than 50 percent and will select new staff;
3. The school assures that it will 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;
4. The school assures that it will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. The school assures that all necessary changes in decision-making policies and mechanisms and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) in addition to the infusion of human capital will be made in order to effectively implement the turnaround model.

Signatures of School Team	Signatures of School Team	Signatures of School Team

Appendix D

The Restart Model – Assurances

The school converts or closes and reopens as a school under a charter school operator, charter management organization, or education management organization.

1. The school assures that it has identified a qualified charter management organization (CMO) or education management organization (EMO) that is willing to partner with the school in its current location.
2. The school assures that all relevant statutory, policy, and other regulatory requirements relevant to the school have been negotiated to allow for conversion/closure of the school and restart.
3. The school assures that it has discussed implications of selection of restart with the BIE and has identified required assistance.
4. The school assures that it has identified contractually specific performance expectations for the CMO or EMO.
5. The school assures that it will terminate the contract if performance expectations are not met.

Signatures of School Team	Signatures of School Team	Signatures of School Team

Appendix D

The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will replace the principal who led the school prior to commencement of the transformation model
2. The school assures that it will use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates and are designed and developed with teacher and principal involvement.
3. The school assures that it will 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.
4. The school assures that it will provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that 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.
5. The school assures that it will 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.
6. The school assures that it will 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, and 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.

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7. The school assures that it will establish schedules and strategies that provide increased learning time (as defined in this notice), and provide ongoing mechanisms for family and community engagement.

8. The school assures that it will exert 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.

Signatures of School Team	Signatures of School Team	Signatures of School Team

Appendix D

School Closure Model – Assurances

The school decides to close and takes necessary steps to enroll students in other schools that are higher achieving.

1. The school assures that the school closure decision is based on tangible data and is readily transparent to the local community.
2. The school assures that students and their families will be supported by the school through the re-enrollment process at another school.
3. The school assures that it has identified higher-achieving schools that have the capacity to enroll students from the closed school.
4. The school assures that it has studied the impact of school closure on the school community and has determined that this is the appropriate intervention model to be used.

Signatures of School Team	Signatures of School Team	Signatures of School Team

APPENDIX E  
SELECTION OF EMO GUIDE

### Choosing an Education Management Organization/Contractor: A Guide to Assessing Financial and Organizational Capacity

Documentation Checklist: Below are 13 data sources we recommend collecting, starting with those that are publicly available. Each source may address multiple issues or questions that you should examine in your review.

Documentation	Source	Received	Notes
Electronic Data Gathering, Analysis, and Retrieval (EDGAR) data	Publicly available from <a href="http://www.sec.gov/edgar.shtml">http://www.sec.gov/edgar.shtml</a>		
Dunn & Bradstreet Credit eValuator Report	Publicly available from <a href="http://www.dnb.com/us/">http://www.dnb.com/us/</a>		
Bios/resumes of management/leadership	Publicly available (may be available from contractor's web site) or Contractor		
Bios/resumes of board members	Publicly available (may be available from contractor's web site) or Contractor		
Organizational Chart	Publicly available (may be available from contractor's web site) or Contractor		
Most recent audit (including independent auditor's report)	Contractor		
Audit from the year prior (including independent auditor's report)	Contractor		
Audit from 2 years prior (including independent auditor's report)	Contractor		
Management letter from any of the past 3 years, if issued	Contractor		
Current organizational budget	Contractor		
List of recent clients	Contractor		
Sample contract or work plan	Contractor		
Other contractual materials or correspondence on customer service resources	Contractor		

## PART II

# LEA APPLICATIONS TIER I and TIER III SCHOOL APPLICATIONS

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:	Applicant's Mailing Address:
<p>LEA/School Contact for the School Improvement Grant</p> <p>Name:</p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email address:</p>	
Chief School Officer (Printed Name):	Telephone:
Signature of the Chief School Officer: X _____	Date:
<p>The LEA/School, 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/LEA/School receives through this application.</p>	

## PROGRAM DESCRIPTION

<b>Name of the grant program:</b>	<b>FY2010</b> Title I School Improvement Grant 1003(g)
<b>Authorization:</b>	Elementary and Secondary Education Act of 1965, Title I, Part A, Subpart 1
<b>Amount of Funds:</b>	The total amount of funding that will be available for the School Improvement Grant – Section 1003(g) in FY 2009 is \$23,429,190. This is a combination of Title I, Part A and American Recovery and Reinvestment Act (ARRA) funding. Individual grant awards will range from not less than \$50,000 (Tier III schools) to no more than \$2 million (Tier I schools), with subgrants averaging between \$50,000 - \$2,000,000.00
<b>Grant Period:</b> <b>(Waiver Requested)</b>	<b>July 9, 2010 – September 30, 2013 (Tier I)</b> <b>July 16, 2010 – September 30, 2013 (Tier III)</b>

The selected intervention model for Tier I schools and school improvement strategies for Tier III schools are to be implemented in SY2010 – 2011.

<b>Dissemination:</b>	<b>March 29, 2010</b>
<b>Deadline for Receipt of Application:</b>	<b>May 7, 2010 (Tier I Schools)</b> <b>May 14, 2010 (Tier III Schools)</b>

**NOTE: Please carefully consider the requirements and directions in the subgrant application.** Timelines will be enforced. BIE will provide technical assistance from the dissemination period to the deadline for receipt of applications. If a Tier I school application is not approvable on first submission, the school will receive specific feedback in order to make revisions. The application must be resubmitted no later than June 30, 2010.

**A. Purpose:**

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act provides funds to eligible school districts (for BIE, schools) for the purpose of providing intensive assistance to schools identified as in need of improvement under Section 1116 of the current reauthorization. The purpose of the School Improvement Grant – Section 1003(g) is to improve student proficiency and narrow or eliminate the existing achievement gap between white and Indian students, increase the number of schools making Adequate Yearly Progress (AYP), use data to inform decisions and create a system of continuous feedback and improvement, build local capacity, and increase high school completion and college enrollment rates for Indian students.

**B. Eligible Applicants:**

These funds will be available to schools identified as the 5% “persistently lowest-achieving” schools in the Bureau of Indian Education (Tier I) and to schools in school improvement, corrective action, or restructuring status and identified as prioritized/targeted due to being the bottom quintile of academic performance (Priority/Targeted Tier III). Other schools in school improvement, corrective action, or restructuring status may be able to apply once priority schools have been funded (Tier I & III). The list of qualifying schools can be found in Appendix A.

**C. Use of Grant Funds:**

Tier I schools receiving grants under this program must use the funds to implement one of the four required intervention models designed to enable the lowest achieving schools to meet accountability requirements and to support rapid improvement. Tier III schools receiving grants under this program must use the funds to implement differentiated supports which are research-based and designed to improve student achievement and positively affect overall school improvement.

**D. Measurable Outcomes:**

1. The number and percentage of students who score proficient on the ESEA state assessment in reading/language arts and mathematics in the grade span provided at the school will increase in schools that receive School Improvement Grant – Section 1003(g) funds.
2. Schools that receive School Improvement Grant – Section 1003(g) funds will make Adequate Yearly Progress and move out of improvement status.
3. Schools that receive School Improvement Grant – Section 1003(g) funds will make decisions regarding use of funds that are based on data and will create systems of continuous feedback and improvement.

## **E. USDOE Required Intervention Models:**

Each of the four intervention models are described below. The Tier I schools must select the one intervention model that it determines will be most effective in building the school's capacity to improve student achievement and move the school out of improvement status. The selection of the intervention must be based on data and the school's needs assessment.

### **1. Turnaround Model** - A turnaround model is one in which the school **MUST**--

A) Replace the principal and grant the new principal sufficient operational flexibility (including 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;

B) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;

C) Screen all existing staff and rehire no more than 50 percent; and

D) Select new staff to replace those not rehired;

E) 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;

F) Provide staff with on-going, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

G) Adopt a new governance structure, which MUST include, but is not limited to, requiring the school to report to the newly established "turnaround office" in the SEA (Division of Performance and Accountability)

H) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

I) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

J) Establish schedules and implement strategies that provide increased learning time (as defined in the final requirements); and

K) Provide appropriate social-emotional and community-oriented services and supports for students

A turnaround model MAY also implement other strategies such as—

1) Any of the required and permissible activities under the transformation model; or

2) A new school model (e.g., themed, dual language academy, etc.).

2. **Restart Model** – A restart model is one in which the school decides to convert to charter or closes and reopens 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 CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to a school). A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. **School Closure**- School closure occurs when the school determines that the most viable way to increase student achievement is to close and enroll the students who attended in other schools that are higher achieving. The 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.

4. **Transformation Model**- A transformation model is one in which the school implements EACH of the following strategies:

- A) **Develop and increase teacher and school leader effectiveness.** The school **MUST**--
1. Replace the principal who led the school prior to the commencement of the transformation model;
  2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - a. take into account data on student growth (as defined in the regulations) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - b. are designed and developed with teacher and principal involvement;
  3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and/or high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have failed to do so;
  4. Provide staff on-going, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects deep 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; and
  5. 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 transformation school.

a) Permissible Activities – A school implementing the transformation model may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
2. Institute a system for measuring changes in instructional practices resulting from professional development;
3. Ensure that the school is not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher’s seniority;

B) **Comprehensive Instructional Reform Strategies** – The school **MUST** --

1. 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; and
2. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

a) Permissible Activities – A school implementing the transformation model may also implement comprehensive instructional reform strategies, such as--

1. Conduct 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;
2. Implement a school-wide “response to intervention” model;
3. Provide 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;
4. Use and integrate technology-based supports and interventions as part of the instructional program; and
5. In secondary schools—
  - a. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced placement; International Baccalaureate, or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-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 programs coursework; and

b. Improve student transition from middle to high school through summer transition programs or freshman academies;

c. Increase graduation rates, through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

d. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

**C) Increase learning time and create community-oriented schools.** The schools implementing the transformation model **MUST** --

1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and

2. Provide ongoing mechanisms for family and community engagement

a) Permissible Activities – A school implementing the transformation model may also implement other strategies that extend learning time and create community-oriented schools such as --

1. Partner with parents and parent organizations, faith-and community-based organizations, health clinics, other State, tribal, or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

2. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

3. Implement 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; or

4. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

**D) Provide operational flexibility and sustained support.** The schools implementing the transformation model **MUST** --

1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

2) Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.

- a) Permissible Activities – A school implementing the transformation model may also implement other strategies for providing operational flexibility and intensive support, such as --
1. Allow the school to be run under a new governance arrangement, such as a turnaround office within the SEA. For BIE-operated schools, this will be a requirement.
  2. Implement a per-pupil school based budget formula that is weighted based on student needs.

#### **F. Tracking / Reporting Funds:**

School Improvement 1003(g) funds may be used in combination with other Title funds, but must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned specifically for school improvement. All reporting requirements associated with the ARRA requirements will need to be followed for the portion of each school's grant award that is funded by ARRA dollars.

#### **G. BIE Technical Assistance:**

The BIE will provide technical assistance to schools identified for school improvement as they develop and implement their plans. The BIE will hold technical assistance grant writing sessions for both Tier I and Tier III schools, will provide assistance with the school needs assessment process, will assist with analyzing data and provide support for intervention model selection, and will assist with analyzing and revising school budget's so that the schools resources are used more effectively and are allocated to the strategies and activities most likely to increase student academic achievement and remove the school from school improvement status.

## H. Directions for Application Organization and Submission

Each of the following selection components must be clearly identified and addressed in sequence within the school's subgrant application. Each section should start with the title of the component that is being addressed. Indicate the name of the applicant and the page number in the header or footer of each page.

- A. Cover Page
- B. Project Abstract (One Page)
- C. Project Narrative to Include:
  - 1. Needs Assessment – Inclusive of Data Analysis and Review of Policies
  - 2. Intervention Model Selection/Identification and Model Specific Assurances for Tier I School Improvement Strategy(s) for Tier III Schools
  - 3. Project Plan of Operation including Timelines
  - 4. Consolidated LEA Budget Narrative and Proposed Budget for SIG Subgrant
  - 5. Measurements of Progress
  - 6. Assurances
  - 7. Waivers

The sub grant application package must meet the following criteria:

- The project narrative must use line spacing of at least 1.5 and a 12-point font size.
- All pages of the Project Narrative must use one-inch margins and be numbered. Charts may use single-spacing and type size of 10-point font.
- The unbound original application should be on a standard size (8 ½ x 11) paper of regular weight.
- The prescribed coversheet must be the first page of the subgrant application.

Mail an unbound original copy, with budget pages and assurances to:

Bureau of Indian Education  
Division of Performance and Accountability  
P.O. Box 1088  
Albuquerque, New Mexico 87103-1088  
Attention: Lynann Barbero

If the application is sent via FEDEX, send to the following address:

Bureau of Indian Education  
Division of Performance and Accountability  
1011 Indian School Rd. NW – Suite 332  
Albuquerque, New Mexico 87104  
Attention: Lynann Barbero

**I & II Needs Assessment  
&  
Intervention Model Selection (Tier I)  
School Improvement Strategy(s) (Tier III)**

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis (Tier I). Select appropriate school improvement strategy(s) based on needs assessment and data analysis (Tier III). Schools are required to use the Needs Assessment Tool in Appendix A.

Comprehensive Needs Assessment  
2010 -2011 Title I School Improvement Grant  
Section 1003(g)

<p>School Name:</p>  <p>Grade Levels:</p>  <p>Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below. <b><i>The school should indicate that a review and modification of school policies/practices has been completed to ensure alignment with the selected intervention.</i></b> (Attach needs assessment/data analysis here)</p>	
Tier I : Intervention Model Selected	Tier III : School Improvement Strategy(s):

**Summarize the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school's deficiencies (problem finding), the school's improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school's current capacity (i.e., leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model (Tier I) and the school improvement strategies (Tier III).**

### **III. Plan of Operation**

Schools are encouraged to utilize the Needs Assessment Tool to guide decisions needed for the Plan of Operation. The Needs Assessment identifies success indicators from the Center on Innovation and Improvement's research regarding elements of school improvement that are most critical to put in place in order to "quickly" turn around low performing schools.

There is a Plan of Operation Worksheet/Template for each of the four intervention models. Use the appropriate Plan of Operation Worksheet/Template for the school's selected intervention model. ***The school must include a timeline delineating steps it will take to design and implement the selected intervention consistent with the final requirements. Provide a narrative summary of the sequence of steps.***

Use as many pages as required to outline the school's Plan of Operation to implement the Selected Intervention Model for Tier I Schools and School Improvement Strategy(s) for Tier III Schools. Schools are encouraged to use their needs assessment and the indicators included on that assessment tool, as they are all aligned with indicators needed to ensure rapid turnaround of low performing schools.

***Identify the annual goals and objectives that will be used by the school to monitor progress of student achievement on the State's assessments in both reading/language arts and mathematics.***

***Provide a summary of the school's consultation with relevant stakeholders regarding the school's application and implementation of the identified school intervention model. Schools should keep documentation of meetings, communications (e.g., agendas, sign-in sheets, etc.) on file at the school for audit purposes.***

There is a separate Plan of Operation Worksheet/Template for Tier III Schools.

Plan of Operation Worksheet for Title I School Improvement  
Turnaround Model

Name of School:
Intervention Model to be Implemented: Turnaround Model
Long Range Goal Statements: (1-3 Years)
Annual Measurable Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Measurable Goal for Mathematics: Objective 1: Objective 2: Objective 3:
<b>USDOE Required Action (s)</b> 1: Replace the principal and grant the principal sufficient operational flexibility 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff. 3. 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. 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt new governance structure 6. 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 7. Promote the continuous use of data to inform and differentiate instruction in order to meet the

academic needs of individual students;

9. Establish schedules and implement strategies that increase learning time

10. Provide appropriate social-emotional and community-oriented services and supports

Plan of Operation Worksheet for Title I School Improvement  
Restart Model

Name of School:
Intervention Model to be Implemented: Restart Model
Long Range Goal Statements: (1-3 Years)
Annual Measurable Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Measurable Goal for Mathematics: Objective 1: Objective 2: Objective 3:
<b>USDOE Required Action (s)</b> 1. Convert the school to charter status or close the school and reopen under:  a. Charter school operator b. Charter school management organization (CMO) c. Educational management organization (EMO)

Plan of Operation Worksheet for Title I School Improvement  
School Closure Model

Name of School:
Intervention Model to be Implemented: School Closure Model
Long Range Goal Statement: (1 Year)
Annual Measurable Goal for Reading/Language Arts:
Annual Measurable Goal for Mathematics:
<b>USDOE Required Action (s)</b> 1. Close the school and enroll students in higher achieving schools.

Plan of Operation Worksheet for Title I School Improvement  
Transformation Model

Name of School:
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years)
Annual Measurable Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Measurable Goal for Mathematics: Objective 1: Objective 2: Objective 3:
<b>USDOE Required Action (s)</b> 1: Replace the principal who led the school prior to commencement of the transformation model. 2: Use rigorous, transparent evaluation systems for teachers and principals that a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession practice reflective of student achievement and increased high school graduation rates b. Are designed and developed with teacher and principal involvement. 3: 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. 4: Provide staff ongoing, high quality, job-embedded professional development 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.

- 5: 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 students in a transformation school.
6. Adopt new governance structure
7. 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.
8. Promote the continuous use of data
9. Establish schedules and implement strategies that increase learning time
10. Provide ongoing mechanisms for family and community engagement.
11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
12. Ensure that the school receives ongoing, intensive technical assistance and related support from the BIE or a designated external lead partner organization

Plan of Operation Worksheet for Title I School Improvement  
Tier III School

Name of School:
School Improvement Strategy(s) to be Implemented:
Long Range Goal Statements: (1-3 Years)
Annual Measurable Goal for Reading/Language Arts: Objective 1: Objective 2: Objective 3:
Annual Measurable Goal for Mathematics: Objective 1: Objective 2: Objective 3:
<b>USDOE Required Action (s)</b> <b>Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment.</b>

#### IV. BUDGET SPREADSHEET & NARRATIVE

***The school's budget should cover a three-year period (SY 10-11, SY11-12, and SY12-13) as the BIE has applied for a waiver to extend the period of availability of funds*** and the request should demonstrate the extent to which the budget is of sufficient size and scope, is reasonable, cost-effective, and integrates other sources of funding to fully and effectively implement the identified intervention model. **The budget must be planned not to exceed 2 million dollars per year.** Schools should identify in a consolidated narrative fashion how other sources of funds will be used with SIG funds. The budget spreadsheet on the following pages is to be used for SIG funds only. First year budgets may be higher than in subsequent years due to one-time start-up costs. All strategies/activities described in the Plan of Operation with associated costs will appear in the itemized budget.

To support the budgeting process, budget spreadsheets and narrative instructions are included here:

Budget Spreadsheet: Complete the budget spreadsheet to detail how the requested funds will be used to support the selected school intervention model (Tier I) and the school improvement strategies/activities (Tier III).

***A budget narrative that accompanies the budget spreadsheet will describe how other federal, state, and or local funds will be leveraged to further support school improvement plans and must describe how the school will sustain the initiative once grant funds are no longer available.***

<b>Expenditure Classification</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>Total Budget</b>
<b>DIRECT INSTRUCTION</b>					
<b>PERSONNEL SERVICES</b>					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12					
Instructional Assistants – K-12					
Substitutes					
Extended Contracts					
Stipends/Incentives					
Other					
Other					
<b>EMPLOYEE BENEFITS</b>					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					
<b>SUPPLIES &amp; MATERIALS</b>					
Textbooks/Curriculum Materials					
Instructional Software					
General Supplies & Materials					

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Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Travel					
Employee Professional Development					
Other P.D./Travel					
<b>EQUIPMENT</b>					
Direct Instruction Equipment					
Other Equipment					
<b>PURCHASED SERVICES</b>					
Contracts					
Other Charges					
Vehicle Rents /Leases					
<b>INSTRUCTIONAL SUPPORT</b>					
<b>PERSONNEL SERVICES</b>					
Principal					
Instructional Supervisor					
Subject Matter Specialist					
Instructional Coach					
Social Worker					
Parent-Community Liaison					
Counselor					
Other (Identify)					
Other (Identify)					
<b>EMPLOYEE BENEFITS</b>					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					

<b>Expenditure Classification</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>Total Budget</b>
<b>PURCHASED SERVICES (CONTRACTED SERVICES)</b>					
Education Management Organization					
Charter Management Organization					
On-Site Consultants					
Other					
<b>SUPPLIES &amp; MATERIALS</b>					
Assessments /Evaluations					
Assessment Software					
General Supplies & Materials					
Other					
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Professional Development					
Employee Travel					
Parent Professional Development					
Parent Travel					
Student Travel					
Other					
<b>EQUIPMENT</b>					
Instructional Support Equipment					
Other					
<b>OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>					
Extended Learning Time					
Displacement Costs					
School Closure Costs					
Extended Professional Development (Career Growth)					
Other					
Other					
Other					
<b>PROGRAM TOTALS</b>					

### V. Measuring Progress

Tier I Schools will be required to submit to the Turnaround Office in DPA Interim Project and Final Project Progress Reports that are consistent with the goals and objectives identified in the needs assessment process and the implementation of the identified intervention model. The final evaluation MUST consider the entire project, beginning to end. It should not be viewed as an activity done after the end of the first year of implementation, but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

In addition, schools will be required to report on the following school-level data:

METRIC	SOURCE	Achievement Indicators	Leading Indicators
<b>School Data</b>			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	<u>EDFacts</u>	√	
Which AYP targets the school met and missed	<u>EDFacts</u>	√	
School improvement status	<u>EDFacts</u>	√	
Number of minutes within the school year	NEW SIG		√
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	<u>EDFacts</u>	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	<u>EDFacts</u>		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	√	

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METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	<u>EDFacts</u>	√	
Dropout Rate	<u>EDFacts</u>		√
Student attendance rate	EDFacts		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<b>NEW SIG HS only</b>		√
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	EDFacts		√
Truants	EDFacts		√
<b>TALENT</b>			
Teacher attendance rate	<b>NEW SIG</b>		√

The school must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the BIE allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the BIE need only report the identity of the school and the intervention taken—i.e., school closure.

## **VI. 2010-2011 Title I 1003(g) School Improvement Grant Assurances**

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.
- Measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress (Tier I)
- Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics (Tier I and Tier III)
- Include in the contract or agreement a provision that the charter operator, charter management organization or education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.
- Report to the BIE the school-level data required under Section III of the final requirements.

**WAIVERS: The BIE has obtained waivers of requirements applicable to the school’s School Improvement Grant. Schools must indicate that they intend to implement the waivers that are appropriate to their application.**

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE’s persistently lowest-achieving schools.

Extending the period of availability of school improvement funds.

“Starting over” in the school improvement timeline for Tier I school implementing a turnaround or restart model.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.

The Turnaround Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two (2) years) and rehires no more than 50% of the staff using locally developed competencies; grant the principal sufficient operational flexibility, and implements other prescribed and recommended strategies.

1. The school assures that it will select a new leader if current principal has been in position for more than 2 years, and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, and will screen all existing staff and rehire no more than 50 percent and will select new staff;
3. The school assures that it will 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;
4. The school assures that it will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. The school assures that all necessary changes in decision-making policies and mechanisms and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) in addition to the infusion of human capital will be made in order to effectively implement the turnaround model.

Signatures of School Team	Signatures of School Team	Signatures of School Team

The Restart Model – Assurances

The school converts or closes and reopens as a school under a charter school operator, charter management organization, or education management organization.

1. The school assures that it has identified a qualified charter management organization (CMO) or education management organization (EMO) that is willing to partner with the school in its current location.
2. The school assures that all relevant statutory, policy, and other regulatory requirements relevant to the school have been negotiated to allow for conversion/closure of the school and restart.
3. The school assures that it has discussed implications of selection of restart with the BIE and has identified required assistance.
4. The school assures that it has identified contractually specific performance expectations for the CMO or EMO.
5. The school assures that it will terminate the contract if performance expectations are not met.

Signatures of School Team	Signatures of School Team	Signatures of School Team

### The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will replace the principal who led the school prior to commencement of the transformation model
2. The school assures that it will use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates and are designed and developed with teacher and principal involvement.
3. The school assures that it will 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.
4. The school assures that it will provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that 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.
5. The school assures that it will 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.
6. The school assures that it will 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, and 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.

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7. The school assures that it will establish schedules and strategies that provide increased learning time (as defined in this notice), and provide ongoing mechanisms for family and community engagement.

8. The school assures that it will exert 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.

Signatures of School Team	Signatures of School Team	Signatures of School Team

School Closure Model – Assurances

The school decides to close and takes necessary steps to enroll students in other schools that are higher achieving.

1. The school assures that the school closure decision is based on tangible data and is readily transparent to the local community.
2. The school assures that students and their families will be supported by the school through the re-enrollment process at another school.
3. The school assures that it has identified higher-achieving schools that have the capacity to enroll students from the closed school.
4. The school assures that it has studied the impact of school closure on the school community and has determined that this is the appropriate intervention model to be used.

Signatures of School Team	Signatures of School Team	Signatures of School Team

Evaluation Matrix / Scoring Rubric  
To Be Utilized for Reviews of RFP's  
for Contracted Providers



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Evaluation Matrix				
<u>Area</u>	<u>Factors</u>	<u>Points</u>	<u>Score</u>	<u>Comments</u>
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Consultants must have evidence of successful experiences as teachers, coaches, school administrators, and/or professional development/technical assistance providers in schools with high populations of under-achieving students, high poverty rates and large Native American populations.</p>	15		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Consultants must have current knowledge related to reading and/or mathematics assessments and how to analyze assessment data for instructional planning.</p>	15		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Consultants must have documented evidence of successful provision of professional development/in-service training to teachers of reading and/or math in schools with high populations of Native American students.</p>	15		

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<p>Technical Capability</p>	<p>TECHNICAL EXCELLENCE: Technical Qualifications. Consultants must have documented experience with a variety of core, supplemental, and intervention reading and/or math programs and have the ability to align school action plans and professional development.</p>	<p>15</p>		
<p>Technical Capability</p>	<p>TECHNICAL EXCELLENCE: Technical Qualifications. Contractor must be able to provide consultants who can serve as technical reading and/or math experts in schools and who can observe instruction and provide feedback, model effective practices, provide support to the on-site coach, and provide support and guidance to the schools' leadership teams.</p>	<p>20</p>		

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Evaluation Matrix				
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Contractor must be able to provide consultants who can support school staff in the review and analysis of a variety of academic data, inclusive of standardized achievement data, attendance data, classroom data, and on-going progress monitoring data.</p>	15		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Contractor must be able to provide consultants who can support school staff with curriculum alignment to a variety of State Standards.</p>	10		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Contractor must be able to provide consultants who can provide instructional leadership mentoring for school administrators.</p>	15		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Contractor must be able to provide consultants who have experience with school improvement planning,</p>			

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	implementation, and monitoring of results.	15		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Proven ability to write comprehensive reports of findings and data analyses that are user-friendly and completed in a timely manner.</p>	10		
Technical Capability	<p>TECHNICAL EXCELLENCE: Technical Qualifications.</p> <p>Ability to communicate effectively both orally and in writing.</p>	10		
Past Performance	<p>TECHNICAL CAPABILITY:</p> <p>Provide a list of previous contracts of similar scope, size, amount, and provide references and contact information.</p>	20		
Price	Fair and reasonable and within market boundaries			
	Total Score			

