

Hawaii Department of Education
School Improvement Grant Application
Section 1003(g) of the Elementary and Secondary Education Act
CFDA Numbers: 84.377A; 84.388A

“There are some things we know and a host of unanswered questions, but this is the laboratory of the future.”
Michael Fullan, Leadership and Sustainability, 2005

The Hawaii Department of Education (HIDOE) is concerned that having even one low-achieving school means that some students are being left behind. Currently, of the 197 Title I schools in the HIDOE, 70 schools are in “restructuring,” 10 are “planning for restructuring” 15 are in “corrective action” and 20 schools in “school improvement year 1 or 2,” having failed to meet “adequate yearly progress” benchmarks for at least two consecutive years. Since the HIDOE Accountability Plan was implemented, 42 Title I schools have moved out of status and are now in good standing. The schools in status are working hard to improve, but there are still too many children being left behind.

It is urgent that the HIDOE take bold action now, build on the lessons learned, and provide schools with the right mix of capacity, opportunity, and incentives to realize dramatic improvements. After five years of working with low-performing schools, the HIDOE has learned that the comprehensive model for school turnaround is the most successful strategy to address the myriad of challenges low-performing schools face. Schools that have the leadership and instructional capacity to innovate and remove barriers to learning can and are succeeding. However, to sustain these improvements, there must be on-going support from Complex Area and State personnel that empowers schools to orchestrate substantive change within the school, and coordinated efforts to remove systemic and structural barriers to change. This School Improvement Grant (SIG) seeks to infuse substantial funding and resources into the persistently lowest-performing schools to accelerate the changes needed, and leverages resources at the Complex Area and State levels to remove the barriers to change. Ultimately, the SIG will enable the HIDOE to take aggressive and decisive action for change.

Background

Hawaii is in a unique position in approaching the many critical reforms advanced by the U.S. Department of Education given the distinctive structure of its statewide educational system. The HIDOE is a single statewide system that operates as both the State Education Agency (SEA) and the only Local Education Agency (LEA). The HIDOE educates a population of 178,649 students in 288 schools (257 Department schools and 31 charter schools). The schools are divided into 42 “Complexes,” made up of a high school and its feeder schools. Complexes are grouped on a geographic basis into 15 Complex Areas that are similar to “mini districts,” each led by a regional Complex Area Superintendent (CAS).

The HIDOE’s unique organizational structure as a single, comprehensive system is upheld in the Hawaii Revised Statutes 302A-1101 (Appendix A) which authorizes the Hawaii State Board of Education (BOE) to “formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and appoint the superintendent of

education as the chief executive officer of the public school system.” Thus, there is only one LEA that has “public authority legally constituted within” the State of Hawaii “for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools... (Elementary and Secondary Education Act of 1965, Section 14101).”

The BOE appoints the Superintendent of Education (Superintendent), who serves as both the Chief State School Officer and organizational head of the HIDOE, which is authorized as the “central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with State and federal laws, and coordination and preparation of a system-wide budget for the public schools” (HRS 302A-1102) (Appendix B). Additionally, the Superintendent appoints and supervises the 15 CASs who maintain direct supervisory connection to the State’s 42 regional K-12 school Complexes. The CASs oversee:

- (1) Personnel, fiscal and facilities support;
- (2) Monitoring of compliance with applicable State and federal laws; and
- (3) Curriculum development, student assessment, and staff development services.

The Superintendent also has direct line authority over all employees in both administrative units and schools. The Superintendent negotiates with the one collective bargaining unit that represents teachers (the Hawaii State Teachers Association), and the one collective bargaining unit representing educational officers, including school principals (the Hawaii Government Employees Association).

Hawaii has spent nearly 20 years working to identify and support the lowest-achieving schools in the state. These efforts date back to the 1990s when additional “special needs” funds were made available. Then, recognizing the need to provide schools with greater control of their resources, beginning in school year 2006-2007, the HIDOE implemented a “weighted student formula” budgeting process through which funds are allocated to schools based on student needs rather than the traditional staffing formula. This resulted in 10 percent more funds going to high-poverty schools, all of which struggle to meet the student achievement goals. Still, funding alone has not proved sufficient to address the complex and multifaceted challenges facing the persistently lowest-achieving schools.

School year 2010-2011 will mark the sixth year in which schools in the HIDOE have been in restructuring. To date, restructuring in Hawaii has been a state takeover or conversion into a charter school. If the school chooses the first option of state takeover, then the HIDOE Framework for School Improvement provides support services through two options: a) the Array of Services in which schools facilitate their school turnaround process with the assistance of the CAS, or b) the Comprehensive Restructuring Model in which schools use a comprehensive approach addressing multiple systems within a school (e.g., assessment, organizational and decision making, leadership, etc.) with direct coaching from comprehensive professional services providers or the CAS.

Through the years, the HIDOE has engaged external contractors (e.g., Edison Schools, America’s Choice, Educational Testing Service, School Rise Hawaii, WestEd, the Success for All Foundation, Focus on Results, and others) to supplement the capacity of HIDOE’s State and

Complex Area personnel, who did not have the expertise or skills to provide comprehensive support needed at more than 100 schools. Additionally, over the past four years, the HIDOE has deployed its internal AYP (Adequate Yearly Progress) Response Teams, as well as professional services providers, to more than 188 schools struggling to meet AYP, to conduct comprehensive needs assessments of each school's challenges.

Analysis of needs assessments have revealed the following root causes for low student achievement in varying degrees and combinations at low-achieving schools. These root causes form the basis for selecting interventions.

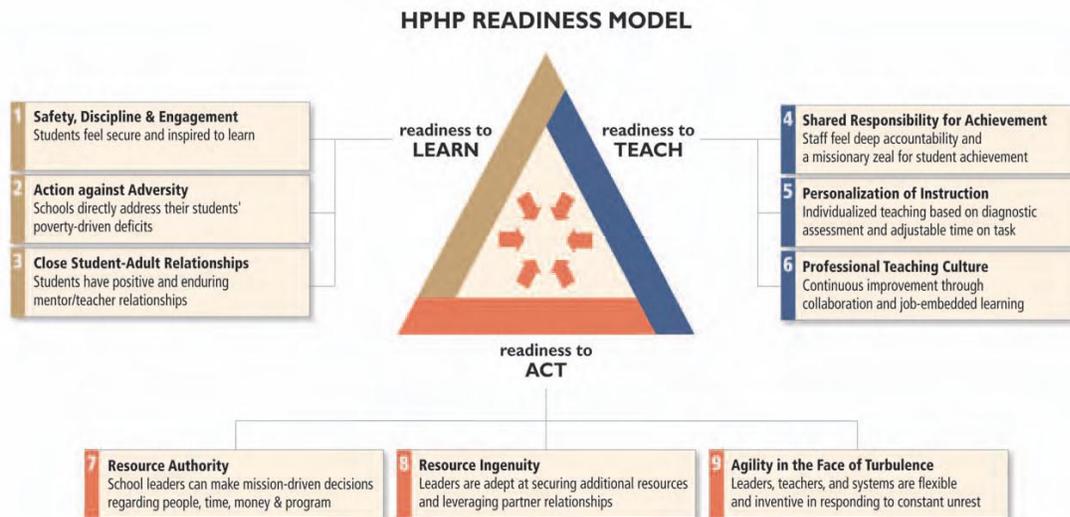
- **Written visions and missions are not clearly communicated and shared.** As a result, school plans and budgets are not focused on developing the vision and mission of the school, and strategic actions and enabling activities are disconnected and unfocused.
- **There is a lack of understanding on how to conduct a comprehensive needs assessment.** As a result, root causes of low student achievement are not comprehensive and focused, and plans do not contain strategic actions or enabling activities that address the root causes of low student achievement to create substantive changes.
- **There is a lack of strong, visionary leadership with skill to orchestrate school-wide changes.** As a result, the decision-making system lacks clarity and is not shared; organizational structures do not maximize resources to facilitate change; there are pockets of excellence, but school-wide implementation of reform is not evident; conscious development of school leadership from within the school is not evident; and stakeholders are not motivated to be major players in reforming their school.
- **Professional development is not aligned with the needs of the schools and delivery of services does not ensure successful implementation of reform.** As a result, professional development is not customized to the needs of the learners; is disconnected with minimal scaffolding; does not involve job-embedded professional development; and is not inclusive of all curriculum areas involved. Further, participating personnel are not held accountable for implementation.
- **There is a lack of school-wide implementation of standards-based education.** As a result, there are pockets of successful implementation of standards based education within a school, but there is a lack of coherency in curriculum and instruction.
- **There is a lack of an Assessment System in a school.** Although multiple assessments are administered, curriculum and instruction are not data driven; and school plans are not data driven.
- **There is a lack of a System of Support for students, especially in Levels 1 and 2 of the HIDOE's Comprehensive Student Support System.** As a result, there is no school-wide implementation of differentiated instruction or sheltered English practices; and instruction is not student-centered.
- **There is a lack of substantive parent/community partnerships.** Parent/Community participation at school activities may be high, but involvement is not substantive in regards to empowering parents to be involved in decision-making and developing their skills to support their children's academic growth.

Moreover, one of the most pervasive issues is the ability of struggling schools to recruit and retain highly-effective and highly-qualified teachers. Four out of the six Tier I schools

(Appendix C) are located in “geographically hard-to-fill” areas. Licensed teachers who transfer to these schools may be eligible for a \$3,000 incentive when funds are available. However, the schools still experience great difficulty in recruiting and retaining highly-qualified teachers. Three out of the six Tier I schools are Title II “priority attention schools,” with at least 25% of core content classes taught by non-highly qualified teachers.

After five years of working with low-performing schools with multiple needs, the HDOE has found that these schools cannot be turned around by simply providing sporadic and unfocused technical assistance at the school level. Many of the structural and entrenched ways of educating our students must be overcome by focusing on systemic change and conditions change. What is needed is a strategy that empowers schools to orchestrate substantive change; builds and reorganizes State and Complex Area personnel to support schools; provides incentives, funding, and operational flexibility; and removes structural and contractual barriers.

To this end, the HDOE’s improvement efforts will be framed within the “High Performing, High Poverty Schools Readiness Model” (HHP) published by the Mass Insight and Education Research Institute in its landmark 2007 report *The Turnaround Challenge*. The HDOE recognizes that to achieve the dramatic boosts in student achievement that Hawaii seeks, school turnaround must include dramatic, transformative change that addresses *students’ readiness to learn, educators’ readiness to teach, and schools’ readiness to act*.



The HHP model will serve as the framework through which the HDOE will move from incremental, “light-touch” reform, to coordinated systems that change conditions, build capacity, and cluster schools for support. The strategies employed by the HDOE are based on systemic, research-based review of promising practices locally and nationally including the Harlem Children’s Zone, effective teacher education and professional development, and recent meta-analyses and research on school intervention models and other innovations across the U.S., such as the research on school interventions conducted by Mass Insight Education and Research Institute, Learning Point Associates and Public Impact. These strategies will target root causes for low student achievement by *changing conditions* which affect schools’ resources and

support, *building capacity* for learning within each school, and providing *comprehensive supports* to address the non-academic needs of students in these high poverty communities.

The HDOE is integrating these efforts into the State Strategic Plan for school years 2011 – 2014 that is now being developed, and is committed to ensuring that SIG funds and other resources support new approaches for Hawaii to address the myriad of obstacles facing persistently low-achieving schools. To this end, the HDOE School Improvement Grant will engender:

1. **Comprehensive implementation** of proven strategies and models. Schools will no longer have the option of selecting preferred strategies and non-selecting other approaches. Rather, schools will be required to implement all aspects of selected intervention models. Further, the models will be selected based the true root causes of lack of improvement that emerge from an in-depth comprehensive needs assessment of the schools. Implementation support will include embedded services in the classroom to ensure that improvement efforts impacts student learning.
2. **Adequate funding and resources.** Rather than being laden with unfunded mandates, schools will be provided with the fiscal resources and political support needed to fully implement the changes needed. These resources will include business and community partnerships that support the mission.
3. **Coordinated systems of support** to struggling schools. State resources will be reprioritized to focus on support to struggling schools and students. Rather than the usual focus on compliance-driven regulation, individual program coordination and fragmented professional development, these resources will be mobilized to move into a broader context that the State should provide for school improvement. State resources will then focus on establishing clear and sound policies and guidelines that support school improvement and remove the barriers to change. Then, working in tandem, State resources will be used to support Complex Area personnel who will be providing on-going implementation support at targeted schools.
4. **Accountability.** Individually and collectively, personnel at all levels of the HDOE will be held accountable for positively impacting student outcomes. The HDOE will not make any excuses, nor accept any excuses. The HDOE will simply do “whatever it takes” to help students succeed.

Due to Hawaii’s unique structure, the approach to this application has been tailored to account for the single SEA/LEA. Requirements are merged and it is noted where adjustments were necessary to appropriately respond. Through the SIG, the HDOE will implement a systems approach to address multifaceted problems by leveraging strengths at the State, Complex Area, and school levels in a tri-level support structure. This will help ensure closer day-to-day support at the lowest-achieving schools and relentless follow-up and follow-through on key initiatives. Thus, while there is just the SEA/LEA, HDOE will use the Complex Area structure to award SIG grants to the lowest-achieving schools. The State’s efforts in this application were continually aligned with the purpose of the SIG: to provide funds to LEAs that demonstrate the greatest need and the strongest commitment to use the funds to turnaround their persistently lowest-achieving schools and significantly raise student achievement in those schools.

Part I. SEA Requirements

A. Eligible Schools.

In consonance with Hawaii’s applications for ARRA State Fiscal Stabilization Funds and Race to the Top funding, the persistently lowest-achieving schools are defined as follows:

Tier I schools are identified as those schools, including secondary schools, whose academic performance and lack of progress in academic performance falls within the lowest 5% of schools that are eligible in the current school year to receive Title I funds and whose Elementary and Secondary Education Act (ESEA) status is “In Need of Improvement”, “Corrective Action”, “Planning for Restructuring” or “Restructuring.”

- Academic performance is determined by using the student proficiency rate for all students tested as determined by calculating the composite average proficiency in the “All Student” category on the Hawaii State Assessment (HSA) in English Language Arts (ELA) and mathematics for the most recent three (3) years. The HSA is the assessment used by the HDOE in meeting the ESEA Section 1111(b)(3) requirements. Schools meeting the above Tier I criteria are then rank ordered based on the composite average proficiency in the “All Student” category.
- School lack of progress is determined by the current year ESEA status.
- All schools, including high schools, are rank ordered using the current year ESEA status as an indicator of persistent lack of progress. Points (1-4) are assigned in the following manner:
 - In Need of Improvement - 1 Point
 - Corrective Action - 2 Points
 - Planning for Restructuring - 3 Points
 - Restructuring - 4 Points
 - Schools with the highest number of points are the highest priority.
- All Title I eligible high schools in ESEA status are included in the above criteria.

Tier II schools are those high schools that are eligible for, but do not receive, Title I, Part A funds.

- At this time there are no Tier II schools in the HDOE as all high schools in the HDOE eligible for Title I, Part A funds receive such funds.
- Additionally, at this time there are no Title I eligible high schools in “In Improvement”, “Corrective Action”, “Planning for Restructuring” or “Restructuring” with graduation rates below 60 percent.

Tier III schools are those Title I eligible schools in the ESEA status “In Improvement”, “Corrective Action”, “Planning for Restructuring” or “Restructuring” that do not meet the Tier I criteria used to identify the lowest performing 5% of Title I schools in ESEA status. These schools are prioritized in the same manner as schools are prioritized for Tier I.

The full list of Tier I and Tier III schools is provided in Appendix C. It should be noted that the HIDOE will not be exercising the option of identifying as a Tier I, II, or III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

B. Evaluation Criteria

As a single SEA/LEA, the HIDOE is the entity that will develop the evaluation criteria for the School Improvement Grant (SIG). As the SEA/LEA, the HIDOE is responsible for 1) analyzing the needs of Tier I schools to identify the appropriate intervention model, and, for Tier III schools, the appropriate strategic interventions, 2) assessing the capacity of the SEA/LEA to provide adequate resources to each school, and 3) developing a preliminary budget that includes sufficient funds to implement the selected interventions. To award and manage SIG funds, Complex Area Superintendents (CASs) will apply as “mini-districts” to receive funding for eligible schools within their complex areas. Applicants must demonstrate that they have completed a comprehensive needs assessment and identified the root causes for the lack of improvement; established the capacity to use SIG funds to provide resources and related support to their schools; and included a budget with sufficient funds to fully and effectively implement the selected intervention model.

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

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

The process involves both internal and external assessment of the schools, as well as on-site and desk reviews, in order that the true root causes of the lack of improvement are identified. Results of these assessments will be used by the Review Committee in approving or disapproving applications. Specifically, the review criteria will include the extent to which the CAS and school:

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

Capacity. HIDOE is reprioritizing State level resources to support the CASs. In addition, through the application process, CASs must provide evidence that the Complex Area has the capacity to fully implement the selected intervention model. To assess the capacity that can be provided by the CASs, the HIDOE will assess CAS applications and interview the CAS to determine whether there is strong leadership from the CAS and his/her staff to carry out this work. CASs will be evaluated against the following criteria:

- Leadership team is ready to focus on actions that will improve student achievement
- Leadership team values the use of data for decision making

- Leadership team values giving input during decision making
- Leadership team is receptive to the idea that change may be necessary and they desire to implement one of the four interventions

Additionally, HIDOE will take into account Complex Area specific factors such as:

- The availability of a comprehensive system to analyze data, identify root causes, and develop focused plans to drive improvement;
- Whether the Complex Area has already developed concrete plans for school turnaround and initiated components of an intervention model (e.g., Appointed a new principal within two years of initiating the transformation);
- The involvement and impact of professional services providers, if applicable; and
- Whether the CAS has identified competent Complex Area support staff who will be dedicated to providing on-going support to SIG schools.

This criteria is set forth in the School Improvement Grant Assessment tool (Appendix Q). A minimum of 102 points must be received for application approval.

Sufficient Budget. HIDOE will evaluate the CASs budget to determine if it includes sufficient funds to implement the selected intervention fully and effectively through two processes. First, HIDOE will provide budget guidelines aligned to required and permissible activities for the school intervention models (Appendix P, Guide for Enabling Activities and Budget). Second, the HIDOE will evaluate the CASs action plan and timeline to ensure there are corresponding budget items (based on HIDOE’s research for turnaround efforts) to effectively implement each identified aspect of the intervention. CASs will delineate expenditures on the Title I Fiscal Requirements Form that will be included in the complete SIG Application Package (Appendix K). The SIG Project Team will review this form to ensure that funds are necessary, adequate, and allowable.

Schools may receive a minimum of \$50,000 and a maximum of \$2,000,000. The level of funding will vary based on the size of the school and the needs that must be addressed.

Sample Budget Guidelines: Funds provided through SIG for Turnaround Model

- Literacy and Math Coaches
 - Job-embedded professional development, mentoring, coaching, modeling
 - \$200,000 per year per school
- Extended Learning Time
 - Adding 30% more student contact hours (from when the bus arrives until 4:00 p.m.)
 - \$35/hour = 324 more hours
 - Differential of \$11,000 per teacher per year
- Early Childhood Education Program
 - Pre-School to Grade 2
 - \$100,000 per school
- Professional Services Provider
 - \$350,000 per year
- Early start to the new year (2 weeks)

- Recalling teachers two weeks before the official start of the school year to acculturate new staff to the school, establish norms, and provide professional development
- Estimated \$5,000 per teacher
- Community engagement/wraparound supports
 - \$50,000 per school per year
- Schoolwide Performance Bonus for meeting AYP benchmarks
 - \$50,000 per school
- Performance-Based Incentives and Bonuses (pending negotiations with HSTA and HGEA)
 - To be determined through negotiations
- Distinguished Principal (pending negotiations with HSTA and HGEA)
 - To be determined through negotiations

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

Commitment. The HIDOE will assess the commitment of the CAS to fully and effectively implement the SIG requirements by:

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

The visiting team will provide a written report for each CAS and participating school with an analysis and overall assessment of their commitment.

C. Capacity

The HIDOE is committed to comprehensive reform, as evidenced by the structural changes the State has implemented to support our lowest-achieving schools. To ensure sustainability of the

school support system, the HDOE will use existing personnel and resources to jump-start the School Improvement Grant implementation. The chart below identifies members of the School Improvement Grant Project Management Team. All of these are existing positions that are filled with knowledgeable and capable personnel.

School Improvement Grant Project Management Team

Role	Description	Staff Assigned
ARRA Program Manager (Member of Executive Staff)	Is the primary contact for and maintains oversight of all ARRA-funded programs and projects.	Robert Campbell Director Federal Compliance & Project Management Office
Project Sponsor (Member of Executive Staff)	Has ultimate authority over and is responsible for the project scope & deliverables.	Daniel Hamada Assistant Superintendent, Office of Curriculum, Instruction & Student Support (OCISS)
School Improvement Grant Project Champions	Serves as the key communication links between schools, complex areas and the project team regarding implementation fidelity and obstacles.	Complex Area Superintendents Lisa DeLong, Mary Correa
School Improvement Grant Project Manager	Oversees the implementation of project activities, coordinates efforts among team members, ensures fidelity in implementation, and regularly reports to the Project Sponsor, ARRA Program Manager and Deputy Superintendent regarding progress.	Gerianne Hong Educational Specialist OCISS, School Improvement Team
School Improvement Grant Project Team	Implements activities necessary to execute the project.	OCISS staff (various), Yvonne Lau, Personnel Specialist, Office of Human Resources (OHR), and other OHR staff

The Office of Human Resources has identified the lead person who, working through the Superintendent of Education, will coordinate the development of the performance-based evaluation system and applicable memoranda of agreement with employee unions.

The Office of Curriculum, Instruction and Student Support is currently reorganizing existing personnel and fiscal resources to better support schools.

- OCISS has dedicated two Educational Specialists and two Secretaries to School Improvement. These positions will be prioritized to serve Tier I and III schools, and coordinate and support SIG implementation. Once implementation begins, the OCISS

staff will be dedicated to providing technical assistance, professional development, and coaching and mentoring support to Complex Area Teams and schools.

- OCISS is also dedicating existing staff from the Curriculum and Instruction Branch and the Student Support Branch with the requisite content area expertise to serve on AYP Response Teams deployed through the Special Programs Management Section. The additional staff will also partner with complex area teams to provide follow-up technical assistance and professional development for the participating schools and Complex Areas. This effort will include expanding the training and coaching in standards-based education provided for Complex Area Teams through the HIDOE Literacy for Learning initiative that began in school year 2009-2010. House Bill 2378, which is currently being heard in the 2010 Hawaii State Legislature, supports this effort by creating categories of school performance and cadres of school improvement facilitators who will provide technical assistance and professional development to schools.
- OCISS has reviewed current fiscal resources, and identified funding sources that will be leveraged to expand and enhance school improvement efforts.

Further, Complex Areas have identified key personnel who will serve on the Complex Area Teams and provide front-line support to schools, including School Renewal Specialists and resource teachers who will be dedicated to this imperative. These individuals will be identified in the Capacity section of the SIG Application Package. To ensure that Complex Area staff are able to sustain the support services after the SIG funding period is over, Complex Area Teams and CASs will be required to participate as members of AYP Response Teams.

D. Descriptive Information

Under the direction of the Deputy Superintendent and the SIG Project Sponsor, the SIG Project Manager and SIG Project Team will coordinate and facilitate the process according to the timeline below.

SIG Implementation Timeline

	Timeline	Enabling Activity	Outcome(s)	Lead
Preparation	January – May 2010	Provide testimony for and monitor legislation	Testimony and monitoring reports posted on HIDOE Legislative Log	Project Manager
	February 2010	Develop “Readiness to Benefit” self-assessment	Assessment tool documented	Project Manager
	February 2010	Develop School Readiness Tool	School Readiness Tool documented	Project Manager
	February 2010 and ongoing	Initiate conversations with collective bargaining units regarding employee issues and development of performance-based system.	Memoranda of Agreement documented	Superintendent, Office of Human Resources

Phase I	March 2010	Overview of the School Improvement Grant session <ul style="list-style-type: none"> – CASs – Department Schools – Charter Schools 	CASs and schools will gain a full understanding of the SIG requirements	Project Manager
	March – April 2010	CASs will: <ul style="list-style-type: none"> – Discuss SIG with Tier I and Tier III schools – Identify schools that will participate in SIG – Obtain SIG Application Package – Submit Intent to Apply form to Project Manager 	Intent to Apply form submitted to Project Manager by April 15, 2010	CASs
	April 2010	CASs/schools will: <ul style="list-style-type: none"> – Conduct the Readiness to Benefit self-assessment 	Readiness to Benefit self-assessment form submitted to Project Manager no later than April 30, 2010	CASs
Phase II	April – August, 2010	OCISS, Special Programs Management Section will deploy Adequate Yearly Progress (AYP) Teams to conduct a comprehensive needs assessment at identified schools.	AYP Team Report submitted to CAS and Deputy Superintendent within 2 weeks of the visit.	OCISS
Phase III	April – August 2010	Deputy Superintendent and CASs will determine appropriate intervention model.	Appropriate models identified for each school.	Deputy Superintendent

Phase IV	On or before August 31, 2010	CAS will complete and submit the SIG Application Package that will include amending the school's Strategic Plan and Academic & Financial Plans to address the root causes based on the comprehensive needs assessment and to be aligned with SIG requirements, and completing the Title I Fiscal Requirements Form. The Academic and Financial Plans will include the timeline for implementation of the strategic actions and enabling activities for the full period of availability of the SIG funds. Complex area personnel and the SIG Project Team will assist the CAS in completing the application package.	CAS Application Package submitted to Project Manager no later than August 31, 2010.	CASs
	On or before September 10, 2010	Review committee will review school plans, provide feedback, and approve as appropriate.	School plans will be amended and/or approved by September 10, 2010	Project Manager and CASs
	On or before September 15, 2010	CASs and schools will be notified of their acceptance as SIG schools.	Notification of selection will be processed no later than September 15, 2010	Project Manager
	September 30, 2010 or upon approval of HIDOE SIG	SIG funds will be allocated to appropriate cost centers for schools meeting the SIG criteria.	Allocation documents will be processed no later than September 30, 2010	Project Manager
Phase V	July 27, 2010 (The new school year begins)	Begin implementation of the selected model (Tier I schools) or strategic interventions (Tier III schools)	Quarterly Reports on the progress of strategic actions and enabling activities will be submitted to the Deputy Superintendent and Project Manager	CASs and Schools
	July 2010 – June	State and complex area personnel, professional service	State and complex area personnel or	CASs, Schools, and PSPs

2013	providers (PSPs), or external providers will provide training on the school improvement process, and reading and mathematic content and instructional strategies.	PSP will submit documentation of training to Deputy Superintendent and Project Manager	
July 2010 – June 2011	School will conduct quarterly or monthly formative assessments on reading and mathematics on a state-approved assessment to demonstrate progress of interventions.	Formative assessment results will be submitted with the Quarterly Report to the Deputy Superintendent and Project Manager	CASs and Schools
July 2010 – June 2011	SIG Project Manager will monitor and provide technical assistance of the SIG schools.	Report of monitoring and technical assistance will be submitted to the Deputy Superintendent	Project Manager
August 2011 – December 2011	On-site comprehensive needs assessment (CNA) will be conducted by the state and complex area personnel to assess progress of SIG schools.	CNA report of findings will be submitted to Deputy Superintendent	Project Manager and CNA Chairperson
July 2011 – June 2012	SIG school leadership teams will participate in AYP Response Team on-site CNA for hands-on training and application of the CNA process.	SIG schools leadership teams will participate in AYP Response Team	Schools and Project Manager
January 2012 – June 2013	SIG school leadership teams will facilitate their school's CNA and review their school plans utilizing the results of the CNA.	Evaluation results and revised school plans that utilize the CNA results will be submitted to the Project Manager and Deputy Superintendent	SIG School Leadership Teams
July 2010 – September 30, 2013	Project Manager and Deputy Superintendent will submit all necessary reports and evaluations to USDE.	Reports and evaluation will be submitted to USDE by the established deadlines	Deputy Superintendent and Project Manager
July 2010 – September 30, 2013	External evaluator is contracted and review the progress of SIG interventions, and analyze effective practices for school	Evaluation will be submitted to Project Manager and Deputy Superintendent	Project Manager

		turnaround.		
	Annually during June – July	SIG Project Team will evaluate school progress relative to SIG indicators, and recommend continuation or discontinuation of schools in the SIG project.	Recommendation on continuation to Deputy Superintendent by July of each year	Project Manager

As an SEA/LEA, the HIDOE has evaluated its current capacity, and, as described previously, is reorganizing the State Offices and partnering with the CASs to provide the necessary planning and implementation support to serve the participating schools. HIDOE has the current capacity, and will run a “competitive” application process for SIG funds per the timeline and phases delineated above.

Preparation Phase

In preparation for SIG implementation, the SIG Project Team will work to expand the legal authority of the HIDOE to turnaround the lowest-achieving schools, and develop the tools needed to facilitate the application process.

Current Legal Authority: Under the current accountability framework, the Hawaii Board of Education (BOE) is empowered through HRS 302A-1101 to “formulate statewide educational policy, adopt student performance standards and assessment models, *monitor school success* (italics added), and appoint the superintendent of education as the chief executive officer of the public school systems.” (Appendix A). The Superintendent of Education as the chief executive officer of the public school system has “jurisdiction of the internal organization, operation and management of the public school system (HRS302A-1111) (Appendix D).

HRS Section 302A-1004 requires that the HIDOE implement a comprehensive system of accountability, and germane to intervening in persistently lowest-achieving schools, HRS 302A-1004 (Appendix E), parts (a) 5, 7, and 8 call for the accountability system to:

(a)(5) Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals;

(a)(7) Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the HIDOE in terms of credit hours earned or their equivalent in professional development activity certified by HIDOE as appropriate in focus and rigor; and

(a)(8) Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the HIDOE to prescribe professional development focus and content, as appropriate.

Finally, the HIDOE through HRS302A-1114 has the power of appointment and removal of teachers, educational officers and other personnel as may be necessary for carrying the aforementioned system of accountability (Appendix F).

Expanded Legal Authority: Given the barriers to turning around the State’s lowest-achieving schools, the HIDOE desires to strengthen its authority and efforts. Thus, HIDOE initiated several actions to expand and better define existing legal authority to directly intervene in persistently low-achieving schools. House Bill 172 H.D. 2 was introduced in the Hawaii 2009 Legislative Session. The bill enables the Superintendent of Education to reconstitute public and charter schools that have been in restructuring four or more years and have not advanced significantly toward improving academic performance. Reconstitution may include any of the following actions:

1. Replacing all or most staff, including teachers, principals and other support staff;
2. Entering into contracts with private entities to manage schools; and
3. Changing the membership of the School Community Council.

The bill was carried over to the 2010 Legislative Session. Although the bill was not reheard during the 2010 session, the HIDOE will continue its efforts to expand legal authority.

The HIDOE is also supporting efforts to increase the level of quality and accountability among charter schools. Several bills have been introduced to integrate the recommendations from the National Alliance of Charter Schools into current statutes. These bills are currently active and pending action by the Hawaii State Legislature.

In preparation for SIG implementation, the SIG Project Manager and Project Team developed the Readiness to Benefit self-assessment (Appendix R) that CASs and schools will complete in Phase I. The Readiness to Benefit self-assessment builds on the HPHP framework, as well as the work of Dunsworth and Billings¹ and the Washington State School System², and assesses the extent to which the school is willing and able to commit to and benefit from an external review that would target the requirements in the School Improvement Grant.

The Project Manager and Project Team are refining the School Readiness Tool that will also build on the HPHP framework. The Tool will be used in Phase III to align identified schools with one of the four intervention models referenced in the Final Requirements for School Improvement Grants (See chart below.).

School Readiness Tool

Intervention Models	Intervention Actions	Ready to LEARN	Ready to TEACH	Ready to ACT	Considerations
TURN-	<ul style="list-style-type: none"> – Replace principal – Use locally adopted “turnaround” 	Marginal/ Low	Marginal/ Low	Marginal/ Low	Pending negotiation of

¹ Dunsworth, M. and Billings, D. (2009) *The High Performing School: Benchmarking the 10 Indicators of Effectiveness*. Bloomington, IN: Solution Tree Press.

² Washington State School System (2005) *School System Improvement Resource Guide*. Retrieved from <http://www.k12.wa.us/SchoolImprovement/SSIRG.ASPX>.

AROUND	<p>competencies to review and select staff for school (rehire no more than 50% of existing staff)</p> <ul style="list-style-type: none"> - Implement strategies to recruit, place and retain staff - Select and implement an instructional model based on student needs - Provide job embedded PD designed to build capacity and support staff - Ensure continuous use of data to inform and differentiate instruction - Provide increased learning time - Social emotional and community oriented services and supports - Adopt new governance structure - Grant operating flexibility to school leader 				<p>memoranda of agreement with collective bargaining units; pending legislation regarding reconstituting schools.</p>
TRANS-FORMATION	<ul style="list-style-type: none"> - Replace principal - Implement new evaluation system - Developed with staff - Uses student growth as a significant factor - Identify and reward staff who are increasing student outcomes; support and then remove those who are not - Implement strategies to recruit, place and retain staff - Select and implement an instructional model based on student needs - Provide job embedded professional development designed to build capacity and support staff - Ensure continuous use of data to inform and differentiate instruction - Provide increased learning time - Provide ongoing mechanism for community and family engagement - Partner to provide social emotional and community oriented services and supports - Provide sufficient operating flexibility to implement reform - Ensure ongoing technical assistance 	Marginal/ Low	Marginal/ Low	Marginal/ Low	<p>Pending negotiation of memoranda of agreement with collective bargaining units; pending legislation regarding reconstituting schools.</p>
RESTART	<ul style="list-style-type: none"> - Restart model is one in which the CAS converts a school or closes and reopens under a charter school operator, a CMO, or an EMO that has been selected through a rigorous review process. - A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. - A rigorous review process of the 	Low	Low	Low	<p>Pending availability of CMOs and EMOs; pending the reopening of application process; 18-month planning period required for conversion charter schools;</p>

	<p>CMOs and EMOs could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.</p> <ul style="list-style-type: none"> - The State must review the process the CAS will use/has used to select the partner. 				<p>twenty openings available for conversion charter schools.</p> <p>The restart model would require a year of planning. The SIG requirements do not allow a year of planning. As a result, this model cannot be implemented for SY2010-2011.</p>
SCHOOL CLOSURE	<p>School closure occurs when a CAS closes a school and enrolls the students that attended that school in other schools in the complex that are higher achieving.</p> <p>These other schools should be within reasonable proximity to the closed school and may include but are not limited to, charter schools or new schools for which achievement data are not yet available.</p>	Low	Low	Low	<p>Pending implementation of process to close small schools; pending legislation regarding reconstituting schools.</p>

Further, during the coming year, the HIDOE will work collaboratively with the Hawaii State Teachers Association and Hawaii Government Employees Association to discuss the issues, concerns and solutions that impact teachers and school administrators. It should be noted that until negotiated Memoranda of Agreement are developed or enabling legislation is enacted, CASs may not be able to select particular intervention models. For example, while the Turnaround model requires that no greater than 50% of the staff be rehired, contractual agreements do not allow these placement practices.

To initiate the application process, the HIDOE will conduct an Overview Session for CASs, charter school administrators, and other interested parties to introduce the School Improvement Grant. The purpose of this session is to provide participants with a clear understanding of the SIG requirements, the application process and timeline, and the expectations during the three-year period of funding. CASs will then indicate their intent to apply for SIG funds by submitting the Intent to Apply form (Appendix G) to the SIG Project Manager. Upon receipt, the SIG Project Manager will schedule an AYP Response Team visit at each school, and the SIG Project Team will assist the CAS and Complex Area Team as they begin completing the SIG application.

Then, to assess CAS, Complex Area, and school commitment, and to ensure that the selected intervention is appropriate and addresses the root causes for the lack of improvement, the HIDOE will utilize various data points to analyze Tier I schools. This analysis will involve a **Readiness to Benefit Self-Assessment (Phase I); Quantitative, Qualitative and Historical**

External Review (Phase II); and Mapping of Schools Against the High Poverty High Performing Readiness Framework to Select Appropriate Interventions (Phase III).

Phase I – Readiness to Benefit

The CAS, Complex Area staff, and schools will complete the Readiness to Benefit self-assessment (Appendix R) and determine if they are “willing and able,” “willing but unable,” “unwilling, but able,” or “unwilling and unable” to implement substantive change. The CAS will submit the self-assessment results to the SIG Project Manager for use in Phase III.

Phase II – Quantitative, Qualitative and Historical External Review

The HDOE, through the SIG Project Team, will deploy an AYP Response Team to conduct an in-depth assessment of all-aspects of the school. The purposes of this review are to:

1. Provide consistent and high-level targeted assistance to NCLB Status Schools in the areas of data analysis, identification of scientifically-based interventions and budget analysis necessary to drive school improvement.
2. Provide an external perspective of the school’s level of functioning, and
3. Provide the CAS and the school leadership with critical elements and potential root causes to guide the revision of the multi-year plan and the development of the Academic and Financial Plan (Restructuring Plan).

Using the Tool for Assessing a School’s Level of Need for School Improvement (Appendix H), the team will review current academic performance, achievement gaps and AYP status; community demographics, student population; and adult and regional economic status. The team will also review documents such as the school’s Strategic Plan, Academic and Financial Plan, Quarterly Reports, reports from professional services providers, the January 2004 “Operational Review and Improvement Studies of Selected Public Schools in Hawaii” conducted by PricewaterhouseCooper LLP (See Appendix I for the Executive Summary), accreditation reports, High Schools That Work and Making Middle Grades Work technical assistance visit reports, and other records. The team will conduct in-person qualitative assessments to assess the school’s and the complex area’s commitment to undertaking the interventions outlined in the SIG application. The team’s Report of Findings (Appendix J) will be shared with the Complex Area Superintendent and the Deputy Superintendent for use in Phase III.

Phase III – Selection of Interventions

The SIG Project Team will convene a Recommendation Committee to include the Deputy Superintendent and Complex Area Superintendents to identify the intervention model most appropriate for the schools. The Committee will utilize the School Readiness Tool and will take into consideration the Phase I Reviews of each school. In selecting the intervention, the Recommendation Committee will consider the following: number of Tier I and III schools; availability and quality of charter management organizations and educational management organizations; talent; and access and proximity to higher performing schools.

The CASs who oversee the schools will then be invited to apply for SIG funds in alignment with the intervention model identified. State and Complex Area teams will assist the schools in utilizing the Report of Findings from the comprehensive needs assessment to amend their school

Strategic and Academic and Financial Plans, and complete the SIG Application Package (Appendix K).

Through the SIG application process, CASs will provide evidence of their ability to:

- Effectively implement the selected intervention models.
- Put in place resources to develop and plan for specific timelines and autonomies for dealing with the clustering of interventions, if appropriate, and the necessary autonomies for the turnaround work.
- Select and manage partner organizations to assist with strategic work in the schools.
- Recruit and retain strong school leaders who want to work with the lowest achieving schools.
- Commit to strategic recruitment, selection, support, and evaluation of staff.
- Partner or contract with an existing urban leadership training organization (e.g., The Rensselaerville Institute, New Leaders for New Schools, University of Virginia Turnaround Leaders Program) to build HIDOE's capacity to sustain school leadership.
- Collaborate with HIDOE leadership and the Office of Human Resources who are working with the respective unions to establish key autonomies within the identified schools (e.g., Memorandum of Agreement regarding operational flexibilities and incentives), develop and implement a performance-based evaluation system for teachers and administrators, and expand the pipeline of effective teachers and leaders.

To assess the support and intervention that can be provided by the CASs, the HIDOE is engaged in an analysis to determine whether there is strong leadership from the CAS and his/her staff to carry out this work. CASs will be evaluated in their applications against the following criteria:

- Leadership team is ready to focus on actions that will improve student achievement
- Leadership team values the use of data for decision making
- Leadership team values giving input during decision making
- Leadership team is receptive to the idea that change may be necessary and they desire to implement one of the four interventions

Additionally, HIDOE will take into account Complex Area specific factors such as:

- The availability of a comprehensive system to analyze data, identify root causes, and develop focused plans to drive improvement;
- Whether the Complex Area has already developed concrete plans for school turnaround and initiated components of an intervention model (e.g., Appointed a new principal within two years of initiating the transformation); and
- The involvement and impact of professional services providers (e.g., Edison, America's Choice, ETS, and others).
- Whether the CAS has identified competent Complex Area support staff who will be dedicated to providing on-going support to SIG schools.

Teams comprised of the Deputy Superintendent and SIG Project Team will conduct on-site interviews with the CASs after the applications are submitted to assess commitment to

undertaking the interventions outlined in the SIG application. The Committee will utilize the SIG Assessment Tool (Appendix Q) to assess the CASs and their leadership team's commitment to do the following:

- Design and implement interventions consistent with the final requirements, as evidenced by their articulation of a clear vision and realistic plan to take action.
- Recruit, screen and select external providers, if applicable, to ensure their quality, as evidenced by their plan to select a provider who can provide comprehensive, on-going support needed to address the root causes for the lack of improvement.
- Align other resources with the interventions, as evidenced by their allocation of personnel, in-kind, and other resources to support the identified schools.
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, as evidenced by their identification of the barriers to change, the policies that need to be changed, and possible steps needed to remove those barriers.
- Sustain the reforms after the funding period ends, as evidenced by their identification of resources that will continue the improvement efforts after the funding ends, as well as the collective capacity that will be built and sustained as a result of the infusion of SIG funds.

Process for reviewing annual goals for student achievement

HIDOE will use the following Quarterly and Annual Review process for monitoring progress at all participating schools (including Tier I and Tier III schools):

- CASs will be required to submit targets for the State Strategic Goals and the Student Outcome/Academic Progress data that meet or exceed “safe harbor” (10% improvement). CASs will also be required to report baseline data on the SIG reporting and evaluation metrics on the Complex Area SIG Application. Targets for student achievement will include summative measures of student achievement, as well as “growth” measures that assess individual student progress.
- Schools will be required to submit the current Quarterly Report that is posted for public review on the School Documents Online website (<https://iportal.k12.hi.us/sdo>).
- In addition, CASs and schools will be required to submit a detailed Quarterly Report designed for restructuring schools (Appendix L). This will be used to formatively assess school progress on the key activities and timeline in each Complex Area application. If the school works with a professional services provider, the provider's report will be appended to the Quarterly Report. The SIG Project Manager will convene a committee to review the Quarterly Reports to determine progress towards annual goals. The committee will include the Deputy Superintendent, Complex Area Superintendent, principals, teachers, and union representatives.
- CASs will also be required to report on specific activities tied to the selected intervention as outlined in the Complex Area Application.

Under the guidance of the Deputy Superintendent, the SIG Project Team will be responsible for reviewing the amended AFPs to compare the baseline data on the Student Outcome/Academic Progress against the targets identified by the CASs in their initial applications. Schools that are meeting or exceeding their identified targets will receive continued funding. Schools that are not meeting their identified targets will be subject to review by the Deputy Superintendent. A corrective action plan will be developed. However, if it is determined that corrective action will not likely be successful, funding may be discontinued and other measures will be implemented. The Deputy Superintendent will ultimately determine whether the CAS is meeting goals and making progress on the leading indicators in section III of the Final Requirements.

Additionally, in SY2011-12, CASs and schools will be required to update reporting on their intervention process to include data from the Data for School Improvement (DSI) system. This project establishes a data management system using formative assessments to inform teachers and schools of student progress toward attainment of the Hawaii Content and Performance Standards (HCPS) III.

Monitoring and Evaluation

The HIDOE will conduct compliance monitoring and technical assistance, by implementing on-site and desk review monitoring of schools.

- The SIG Project Manager and Team will conduct quarterly visits to each participating school. Using the amended Academic and Financial Plans (AFP), Complex Area Applications and Quarterly Reports (Appendix L), the team will conduct classroom visitations and interviews to assess the level of implementation. The team will be assessing the extent to which identified enabling activities are implemented with fidelity, determining barriers to implementation, and monitoring the effectiveness and level of support being provided to schools by the complex areas. The team will then provide technical assistance and advice on implementation, and facilitate the removal of barriers to implementation.
- The OCISS, Special Programs Management Section will conduct annual consolidated monitoring and technical assistance visits to participating schools to assess the quality of implementation and compliance with federal guidelines. By reviewing source documents, conducting classroom visitations, and interviewing key personnel, the team will assess the extent to which the school is complying with Title I requirements, implementing the key strategies needed to realize improvement, and addressing the barriers to implementation. The team will also provide on-site technical assistance to resolve programmatic, fiscal, or other challenges.
- The State Leadership Team, composed of the Superintendent and her staff, the Deputy Superintendent, and CASs from all complex areas, will conduct random, on-site visitations to gather information, observe classrooms, and validate the findings of the SIG Project Team. By conducting on-site visitations and classroom walk-through's, the entire State Leadership Team will share a common experience from which they can identify and discuss successful practices, as well as barriers. In so doing, the Leadership Team can determine strategies that can be replicated in other complex areas.

In addition, an external evaluator will be contracted to conduct an independent evaluation of the HIDEOE SIG initiative. The evaluator selected must have a record of successfully implementing evaluation plans that not only assess the extent to which desired activities have been implemented, but also monitor progress along the way and ensure successful management of evaluation activities. The evaluator will be contracted to develop and implement a quasi-experimental study (e.g., carefully matched comparison groups design or an interrupted time series design), with the goal of identifying causal conclusions. The evaluator will conduct on-site visits, interviews and desk reviews to collect and analyze quantitative and qualitative data. The evaluator will compile annual reports to ascertain linkages between SIG inputs and student outcomes. The evaluator will be tasked with identifying the intervention methods and teacher actions that lead to student success.

The HIDEOE will renew grants based on the progress attained as outlined in the CAS' application requesting SIG funds based on the following indicators: 1) progress against the timeline delineating the steps the CAS will take to implement the selected intervention in Tier I schools; 2) progress against the annual goals on the Hawaii State Assessment (HSA) in both reading and mathematics; and 3) progress on the leading indicators in Section II of the final requirements.

If a SIG school is not meeting its annual goals, the Deputy Superintendent and Project Team will submit a recommendation on the continuation, adjustment, or discontinuation of the school to the Superintendent of Education. The decision of the Superintendent will be final.

Prioritization of School Improvement Grants

All of the components described herein will be reviewed during the selection process. The Selection Committee, under the guidance of the Deputy Superintendent and the Project Manager, will review all applications using the School Improvement Grant Assessment Tool (Appendix P). This tool includes rubrics for each component. The Project Team will provide technical assistance to applicants in revising their applications as necessary.

The Deputy Superintendent, CASs, and SIG Project Team will prioritize funding should this step be necessary. If the total requests exceed the amount of SIG 1003(g) and 1003(a) funds available, the review committee will first determine if other funding sources can be leveraged to supplement SIG funding requests. If the total requests still exceed the amount of SIG 1003(g) and 1003(a) funds available, funding will be awarded to Tier I schools first, based on the criteria set forth in the School Improvement Grant Assessment Tool, and then to Tier III schools based on the criteria set forth in the assessment tool. The final decision will reside with the Deputy Superintendent and Superintendent.

The HIDEOE is committed to serving all Tier I schools that the State and Complex Areas have the capacity to serve. It is possible that some CASs will not have the capacity to serve all Tier I schools in his/her Complex Area. Should this be the case, the CAS may submit a Claim of Lack of Capacity (Appendix S) by providing a detailed explanation as to why the identified Tier I school(s) cannot be served due to the lack of capacity. The Deputy Superintendent and SIG Project Team will review these submittals, request additional clarification if necessary, and evaluate the claim.

If it is determined that the Complex Area has more capacity than it claims, the decision will be escalated from the Deputy Superintendent to the Superintendent who will then direct the appropriate action.

Criteria for prioritizing among Tier III schools

The HIDOE is committed to supporting all of its lowest-achieving schools, and will leverage various fiscal resources to support Tier I and Tier III schools. SIG applications for Tier III schools will be prioritized using the process to rank-order persistently low-achieving schools described on page 3. In addition, priority will be given to Tier III SIG schools that are located within the complex of a participating Tier I SIG school in order that they may coordinate efforts as a K-12 complex.

SEA takeover of any Tier I or Tier III Restructuring schools

As described in the HIDOE Framework for School Improvement, restructuring in Hawaii is a state takeover or conversion into a charter school. If the school chooses the first option of state takeover, then the Framework for School Improvement provides support services through two options: 1) the Array of Services in which schools will facilitate their school turnaround process with the assistance of the Complex Area Superintendents or 2) the Comprehensive Restructuring Model in which schools will use a comprehensive approach addressing multiple systems within a school (e.g., assessment, organizational and decision making, leadership, etc.) with the direct coaching of comprehensive professional services providers or Complex Area Superintendent. The CAS as provider can direct actions in the schools in his/her Complex Area. Specifically, as the agent for the HIDOE, the CAS:

- Determines which restructuring option will be used;
- Directs and manages the school's restructuring efforts;
- Makes leadership decisions for the school, including personnel decisions;
- Manages all curriculum and instruction for the school;
- Exercises budgetary authority over all school funds and resources, except funds designated to the restructuring provider; and
- Determines for the Tier I schools which reform model will be implemented based on the needs assessment data.

E. Assurances

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

- Comply with the final requirements and ensure that as an SEA/LEA HIDOE carries out its responsibilities.
- Award the LEA (through the Complex Area system structure) a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, 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 SEA or an individual LEA 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, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the HIDOE is participating in the Department's differentiated accountability pilot, that HIDOE will use school improvement funds consistent with the final requirements.
- Monitor HIDOE's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA Reservation

The HDOE will utilize the 5% SEA reservation to enhance the capacity of State and Complex Areas to support struggling schools and sustain continuous improvement. Specifically, the School Improvement Section and the Special Programs Management Section, both within the Office of Curriculum, Instruction and Student Support, will provide on-going technical assistance and high-quality professional development for State, Complex Area and school teams to enhance their capacity to sustain continuous improvement in the schools. Together, they will:

- Conduct training in the comprehensive needs analysis process in order that teams can fully participate in Adequate Yearly Response (AYP) Team reviews. To hone their skills, teams will participate in reviews within their Complex Areas as well as at schools from other complex areas. Associated costs include inter-island travel (airfare, ground transportation and per diem), instructional resources, and workshop supplies. It should be noted that CASs will be required to participate as members of AYP Response Teams deployed to their schools.
- Conduct on-site monitoring and technical assistance visits at all participating schools. Associated costs include inter-island travel (airfare, ground transportation, and per diem).
- Sponsor training in the Framework for Understanding Poverty, Part I and Part II. Participants will learn the hidden rules of poverty, better understand the reality of living in poverty, and apply strategies and interventions to address under-resourced students' challenges and narrow the achievement gap. Associated costs include consultant contracts and instructional materials.
- Conduct training in standards-based education and provide coaching for Complex Area Teams through the HDOE Literacy for Learning initiative.
- Sponsor training for Data Teams. Associated costs include consultant contracts and instructional materials.
- Provide training in turnaround leadership. Associated costs include consultant contracts and instructional materials.
- Provide “just-in-time” training and professional development for complex area teams and school teams. Associated costs include inter-island travel (airfare, ground transportation, and per diem), instructional materials, and workshop supplies.

In addition, an external evaluator will be contracted to conduct on-site visits, interviews and desk reviews to collect and analyze quantitative and qualitative data. The evaluator will compile annual reports to ascertain linkages between SIG inputs and student outcomes, and will be tasked with identifying the intervention methods and teacher actions that lead to student success.

Further, a “Celebration of Learning” will be scheduled in June 2013 during which participating schools will share their stories, disseminate findings from their action research, and celebrate student success and professional growth.

It is envisioned that the SIG will be the impetus for the Office of Curriculum, Instruction and Student Support to fully implement cross-functional teams at the State, Complex Area, and schools capable of facilitating and sustaining continuous improvement.

G. Consultation with stakeholders

In preparing this application, the HIDOE consulted with the following organizations:

- January 20, 2010 – Presentation to State Leadership Team (comprised of the Superintendent, Deputy Superintendent, Assistant Superintendents, Complex Area Superintendents, and Superintendent’s Office Directors) to provide information regarding the SIG, and to solicit their comments, suggestions, and ideas.
- January 21 and 25, 2010 – Phone conferences with Complex Area Superintendent Mary Correa, who has one Tier I school in her complex area.
- January 26, 2010 – Meeting with Complex Area Superintendent Lisa DeLong, who has three Tier I schools in her complex area, and Acting Deputy Superintendent Ronn Nozoe, who has one Tier I school in his (former) complex area.
- February 2, 2010 – Presentation and discussion with the Title I Committee of Practitioners to provide information regarding the SIG, and to solicit their comments, suggestions, and ideas (Appendix M).

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.

Hawaii 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 State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II 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 State's Tier I and Tier II 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.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

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, Tier II, 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.

Part II. LEA Requirements

Given the single SEA/LEA structure, the SIG application process is aligned to the existing Department-wide school improvement planning process. Currently, every HIDOE school is required to submit an updated three-year Strategic Plan and an annual Academic and Financial Plan (AFP) that addresses critical actions the school will take to 1) increase student achievement; 2) provide quality student support; and 3) ensure continuous improvement. The AFP also delineates how all school funds will be utilized. For Title I schools, the AFP is also their Title I plan. For the SIG, CASs will be required to submit the School Improvement Grant Application (Appendix K) and, for each participating school, attach:

- An amended Strategic Plan and Academic and Financial Plan
- The Title I Fiscal Requirements Form

The applications will be reviewed by the committee convened by the SIG Project Manager as described previously.

Part III. Projected Budget

Budget Summary Table Estimated Total 1003(g) Grant: \$9,312,839 Estimated Total 1003(a) Grant: \$1,694,018 Total: \$11,006,857 [5% State Administration = \$550,343] [95% Sub-Allocations to Complex Areas/Schools = \$10,456,514]				
Budget Category	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	0	0	0	0
2. Fringe Benefits (37.04%)	0	0	0	0
3. Travel	36,000	36,000	36,000	\$108,000
4. Equipment	0	0	0	0
5. Supplies	3,500	3,500	2,199	\$9,199
6. Contractual	49,000	39,000	39,000	\$127,000
7. Training Stipends	15,000	15,000	15,000	\$45,000
8. Other	10,000	10,000	10,000	\$30,000
9. Indirect Costs (2.1%)	231,144	0	0	\$231,144
10. Sub-Allocations to Complex Areas (95% of grant)	4,000,000	3,500,000	2,956,514	\$10,456,514
11. Total Costs	\$4,344,644	\$3,603,500	\$3,058,713	\$11,006,857

Budget Table I: State Administration				
5% of Estimated Total Grant: \$550,343				
Budget Category	Project Year 1	Project Year 2	Project Year 3	Total
1. Personnel	0	0	0	0
2. Fringe Benefits (37.04%)	0	0	0	0
3. Travel	36,000	36,000	36,000	\$108,000
4. Equipment	0	0	0	0
5. Supplies	3,500	3,500	2,199	\$9,199
6. Contractual	49,000	39,000	39,000	\$127,000
7. Training Stipends	15,000	15,000	15,000	\$45,000
8. Other	10,000	10,000	10,000	\$30,000
9. Indirect Costs (2.1%)	231,144	0	0	\$231,144
10. Total Costs	\$344,644	\$103,500	\$102,199	\$550,343

Budget Narrative:

Travel. State, school, and Complex Area personnel, including the CASs, will serve as members of the AYP Response Teams. Members of the teams who reside on Oahu will be deployed to neighboring islands, and members who reside on neighboring islands will likewise be deployed to other islands. In addition, HIDOE personnel will be traveling to neighbor islands to conduct on-site monitoring and provide technical assistance. Travel costs include air transportation (estimated at \$200 per round trip), per diem (\$95 per 24-hour period), ground transportation (estimated at \$60 per day for a group of four), and airport parking (\$13 per day).

- AYP Response Team (4-day trip): 10 travelers x \$600 per trip x 4 trips per year = \$24,000
- Monitoring and Technical Assistance (same-day travel) : 5 travelers x \$300 per trip x 8 trips per year = \$12,000
- Total estimated travel = \$24,000 + \$12,000 = \$36,000 per year x 3 years = **\$108,000**

Supplies. Funds will be used to provide workshop and training supplies, instructional materials, and resources. **\$9,199** is set aside for this purpose.

Contractual. Consultants will be contracted to provide professional development on leadership development, coaching and mentoring, understanding poverty, data analysis, and related topics. Upon grant approval, the HIDOE will initiate the procurement process. Thus, the contractual amount is estimated based on previous contracts with various consultants.

Training Stipends. To minimize the time personnel must be away from their regular worksites, some professional development activities will be held during school vacations and intersessions. Training stipends will be provided to personnel who attend professional sessions outside of their normal working hours.

- 5 training days x 30 participants x \$100 per day = \$15,000 x 3 years = **\$45,000**

Other. An external evaluator will be contracted to conduct on-site visits, interviews and desk reviews to collect and analyze quantitative and qualitative data. The evaluator will compile annual reports to ascertain linkages between SIG inputs and student outcomes, and will be tasked with identifying the intervention methods and teacher actions that lead to student success. It is estimated that the cost will be \$10,000 per year.

– \$10,000 per year x 3 years = **\$30,000**

Indirect Costs. The HIDOE applies a Federal Fund Indirect Cost Assessment of 2.1% for Instructional Programs. HIDOE will spend indirect cost funds on activities that have been approved by the USDE as indicated in Appendix T. The total indirect cost assessment will be set aside in Project Year 1.

– \$11,006,857 x 2.1% = \$231,144

Appendices

- Appendix A: Hawaii Revised Statutes §302A-1101
- Appendix B: Hawaii Revised Statutes §302A-1102
- Appendix C: List of Tier I and Tier III schools
- Appendix D: Hawaii Revised Statutes §302A-1111
- Appendix E: Hawaii Revised Statutes §302A-1004
- Appendix F: Hawaii Revised Statutes §302A-1114
- Appendix G: Intent to Apply form
- Appendix H: Tool for Assessing a School's Level of Need for School Improvement
- Appendix I: Executive Summary of PricewaterhouseCooper Audit
- Appendix J: AYP Response Team Report of Findings Template
- Appendix K: School Improvement Grant Application Package
- Appendix L: Quarterly Report Template
- Appendix M: Committee of Practitioners, February 2, 2010
- Appendix N: Press Release regarding waiver requests
- Appendix O: Comments/questions received regarding waiver requests
- Appendix P: Guide for Enabling Activities and Budget
- Appendix Q: SIG Assessment Tool
- Appendix R: Readiness to Benefit Self-Assessment
- Appendix S: Claim of Lack of Capacity

C. Organization

§302A-1101 Department of education; board of education; superintendent of education. (a) There shall be a principal executive department to be known as the department of education, which shall be headed by an elected policy-making board to be known as the board of education. The board shall have power in accordance with law to formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and to appoint the superintendent of education as the chief executive officer of the public school system.

(b) The board shall appoint, and may remove, the superintendent by a majority vote of its members. The superintendent:

- (1) May be appointed without regard to the state residency provisions of section 78-1(b);
- (2) May be appointed for a term of up to four years; and
- (3) May be terminated only for cause.

(c) The board shall invite the senior military commander in Hawaii to appoint a nonvoting military representative to the board, who shall serve for a two-year term without compensation. As the liaison to the board, the military representative shall advise the board regarding state education policies and departmental actions affecting students who are enrolled in public schools as family members of military personnel. The military representative shall carry out these duties as part of the representative's official military duties and shall be guided by applicable state and federal statutes, regulations, and policies and may be removed only for cause by a majority vote of the members of the board.

(d) The board shall appoint the charter school review panel, which shall serve as the charter authorizer for charter schools, with the power and duty to issue charters, oversee and monitor charter schools, hold charter schools accountable for their performance, and revoke charters. [L 1996, c 89, pt of §2; am L 2000, c 257, §1; am L 2006, c 298, §10; am L 2007, c 115, §5]

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[\$302A-1102] Department of education; statewide and regional administrative services. The department shall serve as the central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with state and federal laws, and coordination and preparation of a systemwide budget for the public schools. The department may establish regional administrative units to provide administrative support to the schools for personnel, fiscal, and procurement services. The regional administrative units may also be assigned responsibility for the administration and operation of special education programs and special schools. [L 1996, c 89, pt of §2]

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HAWAII DEPARTMENT OF EDUCATION
NCES ID #1500030

COMPLEX AREA	SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Farrington-Kaiser-Kalani	KAEWAI ELEMENTARY	150003000216			X		
	FERN ELEMENTARY	150003000220			X		
	KALIHI-WAENA ELEMENTARY	150003000209			X		
	DOLE MIDDLE	150003000222			X		
	KALIHI ELEMENTARY	150003000162			X		
	KALIHI-KAI ELEMENTARY	150003000160			X		
	PUUHALE ELEMENTARY	150003000187			X		
	KALAKAUA MIDDLE	150003000164			X		
	FARRINGTON HIGH	150003000221			X	76%	
HAWAII SCHOOL FOR THE DEAF & BLIND	150003000096	X			100%		
Kaimuki-McKinley-Roosevelt	CENTRAL MIDDLE	150003000223			X		
	KAIULANI ELEMENTARY	150003000165			X		
	WASHINGTON MIDDLE	150003000180			X		
	MCKINLEY HIGH	150003000193			X	70%	
	KAIMUKI HIGH	150003000212			X	76%	
	STEVENSON MIDDLE	150003000184			X		
Aiea-Moanalua-Radford	AIEA ELEMENTARY	150003000178			X		
	WAIMALU ELEMENTARY	150003000140			X		
	SCOTT ELEMENTARY	150003000147			X		
	AIEA HIGH	150003000177			X	89%	
Leilehua-Mililani-Waialua	WAHIAWA ELEMENTARY	150003000144			X		
	WAHIAWA MIDDLE	150003000143			X		
	HELEMANO ELEMENTARY	150003000171			X		
	WAIALUA HIGH & INTERMEDIATE	150003000141			X	86%	
	KIPAPA ELEMENTARY	150003000167			X		
	LEILEHUA HIGH	150003000108			X	87%	
Campbell-Kapolei	KAIMILOA ELEMENTARY	150003000127			X		
	MAUKA LANI ELEMENTARY	150003000121			X		
	CAMPBELL HIGH	150003000134			X	86%	
	ILIMA INTERMEDIATE	150003000129			X		
Nanakuli-Waianae	NANAIKAPONO ELEMENTARY	150003000119			X		
	WAIANAE ELEMENTARY	150003000111	X				
	WAIANAE INTERMEDIATE	150003000229			X		
	MAILI ELEMENTARY	150003000125	X				
	NANAKULI ELEMENTARY	150003000118			X		
	NANAKULI HIGH & INTERMEDIATE	150003000117	X			67%	
	LEIHOKU ELEMENTARY	150003000230			X		
WAIANAE HIGH	150003000110			X	64%		
Pearl City-Waipahu	WAIPAHU ELEMENTARY	150003000159			X		
	HONOWAI ELEMENTARY	150003000130			X		
	WAIPAHU INTERMEDIATE	150003000158			X		
	AUGUST AHRENS ELEMENTARY	150003000136			X		
	WAIPAHU HIGH	150003000161			X	73%	
	KALEIOPUU ELEMENTARY	150003000239			X		
Castle-Kahuku	HAUULA ELEMENTARY	150003000002			X		
	KAHALUU ELEMENTARY	150003000006			X		
	PARKER ELEMENTARY	150003000021			X		
	KAHUKU HIGH & INTERMEDIATE	150003000007			X	89%	
	HEEIA ELEMENTARY	150003000003			X		
	KING INTERMEDIATE	150003000016			X		
Kailua-Kalaheo	POPE ELEMENTARY	150003000022			X		
	OLOMANA SCHOOL	150003000098			X	100%	
	KAILUA HIGH	150003000009			X	82%	
	KEOLU ELEMENTARY	150003000015			X		
Hilo-Laupahoehoe-Waiakea	HILO UNION ELEMENTARY	150003000031			X		
	KAPIOLANI ELEMENTARY	150003000037			X		
	KALANIANAOLE ELEM & INTER	150003000036			X		
	LAUPAHOEHOE HIGH & ELEM	150003000046			X	100%	

	HILO INTERMEDIATE	150003000030		X	
	WAIAKEA ELEMENTARY	150003000051		X	
	HILO HIGH	150003000029		X	81%
	WAIAKEA INTERMEDIATE	150003000053		X	
	WAIAKEA HIGH	150003000052		X	90%
Honokaa- Kealakehe- Kohala- Konawaena	KOHALA MIDDLE	150003000267		X	
	KOHALA ELEMENTARY	150003000250		X	
	HONOKAA ELEMENTARY	150003000249		X	
	KEALAKEHE ELEMENTARY	150003000041		X	
	KONAWAENA MIDDLE	150003000252		X	
	WAIMEA ELEMENTARY	150003000055		X	
	KEALAKEHE INTERMEDIATE	150003000235		X	
	KOHALA HIGH	150003000043		X	100%
	HONOKAA HIGH & INTERMEDIATE	150003000034		X	83%
	KONAWAENA HIGH	150003000045		X	76%
	WAIKOLOA ELEMENTARY	150003000247		X	
	KEALAKEHE HIGH	150003000254		X	75%
Kau-Keeau- Pahoa	MOUNTAIN VIEW ELEMENTARY	150003000047		X	
	KEONEPOKO ELEMENTARY	150003000244		X	
	PAHOA ELEMENTARY	150003000234		X	
	NAALEHU ELEMENTARY	150003000048	X		
	PAHOA HIGH & INTERMEDIATE	150003000050		X	80%
	KEAAU MIDDLE	150003000040		X	
	KEAAU ELEMENTARY	150003000258		X	
	KAU HIGH/PAHALA ELEMENTARY	150003000038		X	85%
KEAAU HIGH	150003000260		X	79%	
Baldwin- Kekaulike-Maui	KAHULUI ELEMENTARY	150003000060		X	
	LIHIKAI ELEMENTARY	150003000071		X	
	WAILUKU ELEMENTARY	150003000080		X	
	MAUI WAENA INTERMEDIATE	150003000241		X	
	WAIHEE ELEMENTARY	150003000079		X	
	KALAMA INTERMEDIATE	150003000233		X	
LOKELANI INTERMEDIATE	150003000238		X		
Hana- Lahainaluna- Lanai-Molokai	MOLOKAI MIDDLE	150003000290		X	
	KAUNAKAKAI ELEMENTARY	150003000062		X	
	HANA HIGH & ELEMENTARY	150003000058		X	82%
	MOLOKAI HIGH	150003000075		X	95%
	NAHIENAENA ELEMENTARY	150003000237		X	
Kapaa-Kauai- Waimea	KAMEHAMEHA III ELEMENTARY	150003000061		X	
	KAPAA ELEMENTARY	150003000084		X	
	WAIMEA CANYON MIDDLE	150003000092		X	
Charter Schools	KAPAA MIDDLE	150003000255		X	
	KULA AUPUNI NI'HAU-PCS	150003000269		X	100%
	KUA 'O KA LA-PCS	150003000288		X	67%
	KAMAILE ACADEMY	150003000240	X		
	HAWAII ACADEMY OF ARTS&SCI-PCS	150003000282		X	78%
	HALAU LOKAHI	150003000272		X	83%
	KE ANA LA'AHANA-PCS	150003000278		X	75%
	WATERS OF LIFE-PCS	150003000264		X	
	CONNECTIONS-PCS	150003000262		X	87%
	KA WAIHONA 'O KA NA'AUAO-PCS	150003000286		X	
	HALAU KU MANA-PCS	150003000270		X	100%
	KE KULA 'O KAMAKAU-PCS	150003000276		X	83%
	KANU O KA'AINA-PCS	150003000263		X	67%
	WAIMEA MID-PCS	150003000268		X	
	VOLCANO SCH OF A&S-PCS	150003000281		X	
HAKIPU'U LEARNING CTR-PCS	150003000275		X	83%	

§302A-1111 Duties of superintendent. (a) Under policies established by the board, the superintendent shall be designated as the chief executive officer of the public school system having jurisdiction over the internal organization, operation, and management of the public school system, as provided by law; and shall administer programs of education and public instruction throughout the State, including education at the preschool, primary, and secondary school levels, and such other programs as may be established by law.

(b) Except as otherwise provided, the superintendent shall sign all drafts for the payment of moneys, all commissions and appointments, all deeds, official acts, or other documents of the department. The superintendent may use a printed facsimile signature in approving appointments, contracts, and other documents. [L 1996, c 89, pt of §2; am L 2006, c 126, §1]

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§302A-1004 Educational accountability system; annual reports.

(a) The department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall:

- (1) Include student accountability; school or collective accountability; individual professional accountability for teachers, principals, and other employees; and public accounting to parents, community members, businesses, higher education, media, and political leadership;
- (2) Link authority and resources to responsibility;
- (3) Define clear roles for all parties and lines of responsibility and mutual obligation and develop a collaborative process with stakeholders, including representatives of appropriate bargaining units, parents, administration, and students;
- (4) Assess and track measures of academic achievement, safety and well-being, and civic responsibility of individual students at selected grade levels and report trend data on these measures over time annually;
- (5) Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals;
- (6) Involve an annual statewide assessment program that provides a report card containing trend data on school, school complex, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These performance indicators shall include but not be limited to:
 - (A) Student performance relative to statewide content and performance standards; and
 - (B) School attendance and dropout rates;
- (7) Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the department in terms of credit hours earned or their equivalent in professional development activity certified by the department as appropriate in focus and rigor;
- (8) Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the

department to prescribe professional development focus and content, as appropriate;

- (9) Include an annual statewide fiscal accountability program, which includes a published report card that contains trend data on school, school complex, and systemwide plans and results, including:
 - (A) Amounts allocated;
 - (B) Amounts expended;
 - (C) Amounts carried over; and
 - (D) Any significant changes to the budget, with an explanation for the change;
- (10) Include an evaluation of the effectiveness of complex area superintendents and principals in supporting:
 - (A) Students' academic achievement, safety and well-being, and civic responsibility; and
 - (B) The satisfaction of stakeholders affected by the work of the complex area superintendents and principals, which may be measured by broadbased surveys; and
 - (C) Fiscal accountability.

(b) The department shall submit to the legislature, the governor, and the board of education at least twenty days prior to the convening of each regular legislative session a report of the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

(c) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, an educational status report that includes but is not limited to the following:

- (1) Results of school-by-school assessments of educational outcomes;
- (2) Summaries of each school's standards implementation design;
- (3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;
- (4) Comparisons of conditions affecting Hawaii's schools with the conditions of schools in other states;
- (5) Other such assessments as may be deemed appropriate by the board; and
- (6) Any other reports required by this section.

(d) The department shall provide electronic access to computer-based financial management, student information, and other information systems to the legislature and the auditor. The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, a school-by-school expenditure report that includes but is not limited to the following:

- (1) The financial analysis of expenditures by the department with respect to the following areas:
 - (A) Instruction, including face-to-face teaching, and classroom materials;

- (B) Instructional support, including pupil, teacher, and program support;
 - (C) Operations, including non-instructional pupil services, facilities, and business services;
 - (D) Other commitments, including contingencies, capital improvement projects, out-of-district obligations, and legal obligations; and
 - (E) Leadership, including school management, program and operations management, and district management; and
- (2) The measures of accuracy, efficiency, and productivity of the department, districts, and schools in delivering resources to the classroom and the student.

(e) The superintendent of education is responsible for the development and implementation of an educational accountability system. The system shall include consequences and shall be designed through a collaborative process involving stakeholders that shall include parents, community members, the respective exclusive representatives, as well as others deemed appropriate by the superintendent.

For the purposes of this section, negotiations under chapter 89 shall be between the superintendent or the superintendent's designee and the respective exclusive representative, and shall be limited to the impact on personnel arising from the superintendent's decision in implementing the educational accountability system. After the initial agreement is negotiated, provisions on the impact of the accountability on personnel may be reopened only upon mutual agreement of the parties. [L 1996, c 89, pt of §2; am L 1999, c 74, §2 and c 199, §2; am L 2000, c 238, §1; am L 2004, c 51, §56]

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§302A-1114 Power of appointment, removal. The department, from time to time, may appoint and remove such teachers, educational officers, and other personnel as may be necessary for carrying out the purposes of sections 302A-201, 302A-301, 302A-401 to 302A-410, 302A-601, 302A-1001 to 302A-1004, 302A-1101 to 302A-1122, 302A-1301 to 302A-1305, 302A-1401 to 302A-1403, and 302A-1501 to 302A-1506, and regulate their duties, powers, and responsibilities, when not otherwise provided by law. [L 1996, c 89, pt of §2; am L 1999, c 62, §4]

Note

Section 302A-601 referred to in text is repealed.

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Hawaii Department of Education
ARRA Title I School Improvement Grant

Intent to Apply

Submitted by: _____
Complex Area Superintendent

Complex Area: _____

Phone: _____ Fax: _____

I intend to submit a School Improvement Grant application for the following school(s):

School	Tier I (✓)	Tier III (✓)	Preferred date for AYP Response Team (4 days)
			First Choice: Second Choice:

Submit form to Geriann Hong, SIG Project Manager, no later than **April 15, 2010**.
475 22nd Avenue, Room 219
Honolulu, HI 96816
Phone: 203-5526
Fax: 735-8227

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

Purpose:

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

Directions for Manual Use:

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

Each LOW rating is equal to 1 point.

Each MEDIUM rating is equal to 2 points.

Each HIGH rating is equal to 3 points.

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

Directions for Electronic (EXCEL) Use:

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

Tab 14: Tool for Assessing a School's Level of Need for School Improvement

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

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
<p>Date of Assessment:</p> <p>Reviewers:</p>				
<p>FOL: Student work and student engagement in learning, demonstrating the implementation of a curriculum defined by current research.</p>				
<p>FOL/MS: Integrated use of technology to assist students' learning in academic achievement and engage students. Technology is a tool.</p>				
<p>FOL: There is integration among the disciplines.</p>				
<p>FOL: Process exists for articulation among and between levels, departments or clusters.</p>				
<p>FOL: Academic support program to ensure students are meeting all requirements.</p>				
<p>FOL/MS: The extent to which all students have access to rigorous, standards-based curriculum as well as opportunities to explore real world application of their educational interests.</p>				
<p>MS: Curriculum has content that is relevant to the students. Students see the relevance of what they are learning. ("In effect, relevance leads to rigor.")</p>				
Instruction				
<p>Effective management and organizational strategies are consistently used to maximize students' academic engaged time.</p>				
<p>The instructional staff has a repertoire of proven and effective strategies and employs them to help students attain the HCPS and school-wide learner outcomes.</p>				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Date of Assessment: Reviewers:				
Instructional strategies are consistent school-wide and are appropriate to subject matter, grade level, and range of student needs.				
Instructional approaches consistently help students to construct meaning, elaborate beyond content, and monitor their own learning.				
Positive academic learning environment is established.				
Time and space are effectively restructured to provide a more flexible and responsive educational program (e.g., modified master schedules, grouping, multi-age setting, etc.).				
FOL: Extent to which students know beforehand the standards expected performance levels for each area of study.				
FOL: Extent to which differentiation of learning is occurring and its impact on student learning.				
MS: School demonstrates successful practices integrating reading and writing strategies and are differentiated and adapted to meet the needs of diverse classrooms that include students with disabilities, students whose second language is English, and students who are disengaged.				
MS: All teachers address literacy and mathematical proficiency and personalize learning.				
FOL: Degree of involvement in the learning by students with diverse backgrounds and abilities.				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of implementation	Evidence of Support
<p>Date of Assessment:</p> <p>Reviewers:</p>				
<p>FOL/MS: The degree to which different learning styles of students and different instructional strategies are addressed through instructional approach.</p>				
<p>FOL: Extent to which teachers work as coaches to facilitate the learning for all students.</p>				
<p>FOL: Students are able to think, reason and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation. MS: Students demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. It is the quality of thinking, not quantity that defines academic rigor.</p>				
<p>MS: Students are engaged in relevant learning through authentic problems or tasks, simulations, service learning, connecting concepts to current issues, and teaching others. Relevant learning is interdisciplinary and contextual. Students demonstrate the ability to apply their knowledge to real-life situations.</p>				
<p>FOL: Current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate. MS: Quadrant D – Students demonstrate the competence to think in complex ways and apply their knowledge and skills when confronting perplexing unknowns and creating solutions.</p>				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of implementation	Evidence of Support
<p>Date of Assessment: Reviewers:</p>				
<p>MS: Students are actively engaged in their own learning process, doing the bulk of the work, and taking responsibility for their own learning.</p>				
<p>Assessment</p>				
<p>Frequent and timely assessments of students' learning progress provide feedback that informs both teachers and students and adjustments or modifications to the instructional process are made and alternative learning strategies or learning activities are provided based on the review of the assessment data. MS: School monitors student progress on a regular basis and use this data immediately to adjust instructional practices and intervene to meet student needs.</p>				
<p>MS: Multiple pathways to achievement are offered.</p>				
<p>MS: Academic interventions are available, understood by everyone, and fully and effectively utilized.</p>				
<p>Models and exemplars are developed so students, teachers and parents know what good performance looks like.</p>				
<p>Students are engaged in the self-assessment of their learning based on criteria for the standards and are able to use the information to help improve their learning.</p>				
<p>The implementation of an assessment and accountability system for evaluating school progress towards the school-wide learner outcomes and State standards is in place.</p>				

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

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of implementation	Evidence of Support
<p>Date of Assessment: Reviewers:</p>	0	0	0	
Standards-based Learning Total				
II. Quality Student Support for Student Personal and Academic Growth				
<i>Environment that Promotes High Expectations for Student Learning and Behavior</i>				
<p>The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school's purpose and contributes to student achievement.</p>				
<p>The students are interactively involved in challenging, integrated, student-centered learning experiences in which individual differences, special needs, and/or cultural diversity are respected and accommodated.</p>				
<p>FOL: Students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and in the community to learn to respect self and others and to develop their responsibility.</p>				
<p>FOL: Extent that all students receive appropriate support along with personalized education plans to help ensure academic growth.</p>				
<i>Agency of Student Support Services</i>				
<p>Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations work together to problem-solve and share resources.</p>				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Date of Assessment: Reviewers:				
Quality Student Support for Student Personal and Academic Growth Total	0	0	0	
III. Organization:				
<p style="text-align: center;">Structure</p> <p>MS: Organizational structures (e.g. school schedules, use of time, unique learning opportunities, school calendars, and physical structure) are based by instructional needs. The structure facilitates staff collaboration, connect students with caring adults, and nurture learning environments designed to provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations. Time, use of space, "environmental," the facility and resources are aligned with student learning and engagement goals.</p>				
<p style="text-align: center;">Staff</p> <p>The school uses a process to consider the professional and personal strengths of staff members when making assignments to best match identified student needs.</p>				
<p>The staff is supported with time, personnel, material and fiscal resources for planning and collegial dialogue about issues relating to teaching/learning.</p>				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
<p>Date of Assessment:</p> <p>Reviewers:</p>				
<p>Leadership is shared and fostered among staff members.</p>				
<p>Teachers meet daily to dialog on student learning and effective teaching practices.</p>				
<p>High School That Works/MS: Teachers have the knowledge, skills, and disposition to provide a learning environment that fosters rigor, relevancy and relationships. MS: "They need to be teachers first, experts second."</p>				
Professional Development				
<p>The school has a well-defined professional development plan that: 1) has been developed collaboratively; 2) is based on research about effective instructional strategies (best practices) and 3) focuses on all students achieving the standards and the school-wide learner outcomes.</p>				
<p>The school uses the student/community profile and other student assessment information in determining professional development activities.</p>				
<p>Professional development programs for staff focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement.</p>				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
<p>Date of Assessment: Reviewers:</p>				
<p>The professional development plan for the school is designed to facilitate the acquisition of new knowledge and skills by the staff. Extensive follow-up support, coaching, and collegial planning time is provided.</p>				
<p>The school provides interactive learning experiences that include opportunities for reflection, planning, application, and sharing of learning.</p>				
<p>The school provides extensive training and support for the school's stakeholders to develop a deep understanding of the change process and its implications for the work of the school in its commitment to continuous improvement.</p>				
<p>Opportunities are provided for teachers to share their strengths with other teachers.</p>				
<p>Teachers are required to make individual professional development plans based on classroom observations.</p>				
<p style="text-align: center;">Organization - Staff - Total</p>	0	0	0	
<p>III. Organization: Leadership</p>				
<p>The principal is the school leader who effectively organizes and facilitates the school leadership team that includes teachers, other staff members, students and community members.</p>				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1)	Medium (2)	High (3)	Evidence of Support
	Fully functional and operational level of implementation	Limited development and/or partial implementation	Little/no evidence of development or implementation	
The principal provides curriculum leadership by collaboratively developing and practicing the school vision, mission and focus for student learning. The principal empowers strong, committed curriculum leaders to realize the school purpose and is a positive role model (as a lifelong learner).				
MS: Leadership is focused on sustaining momentum for change and on reducing resistance to change.				
Leadership is assumed at different levels as appropriate; the administration, as well as teachers, students and other staff members can be leaders. MS: Leadership does not reside in a single position, but reflects the attributes, skills, and attitudes of the many staff members who take action and improve through effective learning communities. Leadership is distributed among staff who are knowledgeable of change management principles and processes.				
Leaders are skilled in involving others in decision-making.				
Effective monitoring and systematic evaluation procedures are in place to ensure that progress is being made to address the HCPS and school-wide learner outcomes. Accountability for student learning is shared by everyone, e.g., principal and other appropriate personnel conduct routine walkthroughs to monitor the fidelity of instruction - curriculum pacing, differentiated instruction, impact of professional development on student learning, and effective teaching practices, etc.				
MS: School is led by individuals who possess skills and attitudes to take action rather than defend the status quo.				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Date of Assessment: Reviewers:				
FOL: The school leadership empowers the staff and encourages commitment, participation and shared accountability for student learning.				
FOL: The school leadership and staff annually monitor and refine the school's multi-year and school action plans based on the analysis of data to ensure alignment with student needs.				
The school leader communicates the likelihood of success based on the plan and hard work.				
The school leader models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.				
The school leader participates actively with school teams.				
The school leader spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.				
The school leader challenges, supports, and monitors the correction of unsound teaching practices.				
The school celebrates individual, team, and school successes, especially related to student learning outcomes.				
The school leader personally engages parents and the community in the improvement process.				
Organization Leadership Total	0	0	0	

III. Organization: Governance, Culture and School Resources

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Date of Assessment: Reviewers:				
Vision and Mission FOL: The school has established a clear statement of vision and mission (purpose) based on student needs and current educational research. MS: The school has a clear picture of what their desired student results are. They know where they are going. What are the desired results of schooling?				
Faculty is committed to shared values and vision.				
MS: Leadership, staff, students, and stakeholders can articulate the reasons for change and can describe the vision of school improvement.				
FOL: The school's vision and mission are further defined by General Learner Outcomes, HCPS, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations.				
School has designed their own comprehensive set of measures to determine educational effectiveness.				
Governance There is a shared decision-making process/system in place at the school that involves all stakeholders. The leadership team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.				

NAME of SCHOOL:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
<p>Date of Assessment: Reviewers:</p> <p>The governing authority has policies and procedures that are aligned with the school's purpose and support the GLOs and HCPS.</p>				
Communication System				
<p>There is an effective communication system between school, staff, families and their communities.</p>				
<p>The leadership team serves as a conduit of communication to the faculty and staff.</p>				
<p>Parents receive regular communication (absent of jargon) about learning standards, their children's progress, and the parents' role in their children's school success.</p>				
Resources				
<p>School resources are consolidated, coordinated, and maximized to implement strategic actions in the school plan that will improve student achievement.</p>				
<p>External support is used to improve practices. FOL: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in the school's multi-year plan and the school action plan in accordance with the legal intent of the program(s) to support students in accomplishing the HCPS and the General Learner Outcomes.</p>				
School Culture and Environment				

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

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

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

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

Total Points	
Low Need	High Need
97 to 119 Pts.	120 to 238 Pts
	239 to 358 Pts
	0

**Operational Review and
Improvement Studies of
Selected Public Schools
in Hawaii
January 2004**

January 30, 2004

Ms. Patricia Hamamoto
Superintendent
Department of Education
State of Hawaii
1390 Miller Street
Honolulu, Hawaii 96813

Dear Ms. Hamamoto:

We were engaged to perform an independent and objective assessment as to the root causes of why each of the 47 schools selected by the Department of Education for review are unable to meet adequate yearly progress under the Federal No Child Left Behind Act of 2001 (NCLB Act). Enclosed is the master report summarizing the operational review and improvement studies of those schools. An executive summary describing our work including the assessments is included in this report.

We thank you for the opportunity to assist the Department of Education and express our appreciation for the cooperation and assistance extended to us by the schools, the complexes and others which allowed us to complete our studies. If you require clarification of any of the matters contained in our report or need further information, please feel free to contact us.

Very truly yours,

DMT:po

EXECUTIVE SUMMARY

1. Objectives

The objectives of our operational review and improvement studies were to:

- a. Perform an independent and objective assessment as to the root causes of each school's failure to meet adequate yearly progress under the NCLB Act.
- b. Provide recommendations with supporting justification on the identified root causes for each school's inability to meet adequate yearly progress.

2. Background

No Child Left Behind Act of 2001

In January 2001, President George W. Bush announced the enactment of the *No Child Left Behind Act of 2001* (NCLB Act), an education reform framework focused on the following:

- Increased accountability for States, school districts, and schools;
- Greater choices for parents and students;
- More flexibility for States and local educational agencies in the use of Federal education funds; and
- Stronger emphasis on reading.

Under the NCLB Act, all States are required to implement statewide accountability systems covering all public schools and students based on State standards in reading and mathematics and annual testing for all students in lower grades. In addition, annual statewide progress must be monitored to ensure that all groups of students reach or exceed proficiency within twelve years.

Each year, schools must make "adequate yearly progress" (AYP) toward achieving the annual goal as determined under the NCLB Act. To make AYP, the school's students must reach reading and math performance benchmarks established in the state's NCLB Accountability Plan, which are derived from results of the Hawaii Content and Performance Standards State assessment.

Under the NCLB Act, students as a whole, as well as eight subgroups of students, must demonstrate AYP. The same high levels of performance are expected of each subgroup of students grouped by disabilities (Special Education), by limited English proficiency, by economic disadvantage, and by the five federal ethnicity categories (White, Black, Hispanic, Native American, and Asian/Pacific Islanders). In addition, at least 95% of all students and subgroups must participate in the assessment in order to meet AYP. Finally, elementary schools must have a 3% or less retention rate, intermediate/middle schools must have a 6% or less retention rate, and high schools must have a 70% or greater graduation rate to meet AYP. In all, each school must meet up to 37 separate benchmarks in order to achieve AYP; missing even one benchmark prevents a school from reaching AYP. If schools fail to make AYP, measures for improvement, corrective action, and restructuring will be implemented under the NCLB Act. On the other hand, schools that meet or exceed AYP will be eligible for State Academic Achievement Awards.

Schools that fail to make AYP for two consecutive years or more are placed into one of the following four NCLB accountability levels:

- School Improvement Year One
- School Improvement Year Two
- Corrective Action
- Restructuring

Under the NCLB Act, states must implement, consistent with state law, one of the following alternative governance arrangements for schools placed in the “Restructuring” level:

- Reopening the school as a public charter school;
- Replacing all or most of the school staff (which may include the principal) who are responsible for the failure to make adequate yearly progress;
- Contracting with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- Turning the operation of the school over to the state, if permitted under state law and agreed to by the state; or
- Effecting any other major restructuring of the school’s governance arrangement that makes fundamental reforms, such as significant changes in the school’s staffing and governance, designed to improve student academic achievement in the school and having substantial promise of enabling the school to make AYP as defined in the state plan.

Standards Implementation Design system

In August of 2000, the State of Hawaii Department of Education (HIDOE) published the Standards Implementation Design (SID) system, a planning and decision-making tool to help schools attain high student standards in alignment with the Hawaii Content and Performance Standards (HCPS). The majority of schools’ AYP measurements are based on the HCPS. The SID system is a tool that should help schools examine how effectively the schools are using available instructional, fiscal, and organizational resources to help students attain the HCPS, plan for the improvement and maintenance of effective services and practices, and document and evaluate the results.

The execution of the SID system revolves around the following seven basic tasks:

- Task 1: Develop the school profile;
- Task 2: Define, re-define, and/or clarify vision, purpose, mission and beliefs;
- Task 3: Develop and/or clarify schoolwide learner outcomes;
- Task 4: Analyze instructional and organizational effectiveness;
- Task 5: Focus on growth areas and develop a standards implementation action plan (SIAP);
- Task 6: Implement and monitor the SIAP; and
- Task 7: Evaluate results and plan for ongoing improvement.

The SID system is a continuous process that requires fine tuning, following up and updating periodically by everyone in the school community. Every Hawaii public school is encouraged to maximize the usage of the SID system in order for its students to meet the HCPS.

3. Selection of Schools

HIDOE analyzed schools designated as “Corrective Action” or “Planning for Restructuring” in “triage sessions” to help determine the degree of technical assistance and support needed. The

schools analyzed were categorized as a “1,” “2,” or “3” with a Category 3 school requiring the most assistance and support. As a result of these triage sessions, HIDOE selected 47 schools categorized as either a “2” or “3” that were subjected to an operational review and improvement study by PricewaterhouseCoopers LLP.

4. Scope

We performed an operational review and improvement study for the following 47 schools selected by the HIDOE:

-
- Aiea Elementary School
 - Blanche Pope Elementary School
 - Central Middle School
 - Chiefess Kapi‘olani Elementary School
 - Haleiwa Elementary School
 - Hana High and Elementary School
 - Hau‘ula Elementary School
 - Honoka‘a Elementary School
 - Ka‘u High and Pahala Elementary School
 - Kahakai Elementary School
 - Kahalu‘u Elementary School
 - Kahului Elementary School
 - Kamaile Elementary School
 - Kaumana Elementary School
 - Kaunakakai Elementary School
 - Kea‘au Middle School
 - Kealakehe Intermediate School
 - Keaukaha Elementary School
 - Kilohana Elementary School
 - Kualapu‘u Elementary School
 - Laupahoehoe High and Elementary School
 - Leihoku Elementary School
 - Ma‘ili Elementary School
 - Makaha Elementary School
 - Maunaloa Elementary School
 - Molokai High and Intermediate School
 - Na‘alehu Elementary and Intermediate School
 - Nanaikapono Elementary School
 - Nanakuli Elementary School
 - Nanakuli High and Intermediate School
 - Pa‘ia Elementary School
 - Pahoa Elementary School
 - Pahoa High and Intermediate School
 - Palolo Elementary School
 - Pohakea Elementary School
 - Prince Jonah Kalaniana‘ole Elementary and Intermediate School
 - Reverend Benjamin Parker Elementary School
 - Wahiawa Elementary School
 - Wahiawa Middle School
 - Wai‘anae Elementary School

- Wai‘anae Intermediate School
- Waiahole Elementary School
- Waimanalo Elementary and Intermediate School
- Waimea Elementary School
- Waipahu Elementary School
- Waipahu Intermediate School
- William P. Jarrett Middle School

5. Methodology

In order to determine the root causes of a school’s failure to meet adequate yearly progress under the NCLB Act, we reviewed each school’s SID to obtain information about the school and the school’s community. Our methodology focused on the execution by the school of Tasks 1 to 5 of the SID system:

- Task 1: Develop the school profile;
- Task 2: Define, re-define, and/or clarify vision, purpose, mission, and beliefs;
- Task 3: Develop and/or clarify schoolwide learner outcomes;
- Task 4: Analyze instructional and organizational effectiveness; and
- Task 5: Focus on growth areas and develop a standards implementation action plan (SIAP).

Following each of our observations of Tasks 1 to 5 of the school’s SID, our report presents the corresponding SID guidance from the HIDOE’s SID system handbook dated August 2000. In addition, we reviewed the operations of the applicable complex area that support the school and reviewed the effectiveness of the SID system in the school. Following our observations of the complex area and the effectiveness of the SID system, we provided recommendations based on these observations since there was no corresponding SID guidance.

Our procedures included interviews with HIDOE employees and individuals involved in the school’s community, data analysis, site visits to the school and complex area, and observations. We also examined various reports, surveys, and other relevant documents. Methods were developed in collaboration with outside educational experts. Due to the short timeframe given to complete our study, we focused on the larger potential problems and issues of the school and/or the school’s community that appear to be affecting student achievement.

Our independent and objective assessment as to the root causes of the school’s failure to meet adequate yearly progress is described in the “Assessment of School” section toward the end of each report. The root causes identified were based on our work performed as described above. The corresponding recommendations with supporting justification on the identified root causes of the school’s inability to meet adequate yearly progress are provided for in the “Recommendations” section at the end of each report.

When forming our recommendations, we have taken a realistic view and have considered that HIDOE, as well as the State of Hawaii, have limited resources available and that these recommendations need to be implemented fairly quickly by HIDOE.

Our study was conducted from November 2003 to January 2004 in accordance with the American Institute of Certified Public Accountants’ Statement on Standards for Consulting Services.

6. Major Findings

While the root causes of a school's failure to meet adequate yearly progress differed for each school, a number of root causes were common among the 47 schools reviewed. The following is a summary of the major root causes of the schools' failure to meet adequate yearly progress under the NCLB Act:

Inconsistencies in the implementation of standards-based learning – Thirty-eight schools are struggling with standards-based learning. Most of the thirty-eight schools do not have a consistent and established process for developing, evaluating, and revising the schoolwide curriculum to ensure that the standards are implemented consistently within grade levels and across content areas to ensure proper scope and sequence in all core subject areas. These schools may not have proper grade-to-grade curriculum articulation. There appears to be a lack of communication between grade levels as well as a lack of differentiated instruction to subgroups. Teachers are also at different levels in their understanding of standards-based learning. There are inconsistencies in the delivery of lesson plans and a lack of congruency between written, taught, and assessed curricula. There is a lack of formal, written feedback or classroom observations to ensure teachers are implementing standards-based learning in their classrooms. Certain teachers have developed their own lesson plans and grading systems that are not consistent with standards-based learning. While teachers may be submitting their unit plans for review by administration, it is unclear whether certain administrative personnel have sufficient expertise to provide effective feedback or time to thoroughly review teachers' unit plans, particularly if the plans relate to different reading and math programs as well as the other various content area subjects. It is also unclear whether certain administrative personnel have sufficient expertise, training, and support to evaluate whether skills learned through professional development activities relating to standards-based curriculum are being implemented.

Inadequate parental involvement and support – There is inadequate parental involvement and support at thirty-eight schools. A large number of parents at these schools do not take enough responsibility for their children's education and apparently do not instill strong academic values or study habits in their children. Parents' ability to be actively involved in the educational process may often be limited by the effect of socio-economic factors of poverty, homelessness, and drug and alcohol abuse. Due to the demographics of certain neighborhoods of these schools, many parents hold multiple jobs and are unable to attend school activities. While many parents value education for their children, some are unable or unwilling to provide educational support at home and rely entirely on the school to educate their children.

Inadequate data analysis – Decisions to improve student achievement are being made subjectively rather than objectively with supporting data due to inadequate data analysis at thirty-two schools. A number of teachers at these schools are not using assessments in the classroom to drive their instruction and make appropriate changes to curriculum based on the specific needs of their students. There are inadequate data analysis tools to effectively and efficiently collect, summarize and analyze student data. In addition, school personnel have not been provided sufficient training with respect to analyzing student data to drive instruction and make appropriate changes to curriculum based on student assessment results.

Inadequate district support from the Complex Area Superintendent and the Critical Ally Team – The absence of adequate proactive and systematic support from the Complex Area Superintendent and the Critical Ally Team is delaying the ability of thirty-one schools to identify core issues hindering student achievement or focus on standards-based instruction needed to achieve adequate yearly progress. There is inadequate follow-up, monitoring, and feedback of

school development and curriculum planning issues at the district level. Certain Critical Ally Teams also have vacant positions. Complex Area Superintendents are having difficulty with attracting and retaining qualified personnel. Some Critical Ally Team positions have been vacant for years - with few or no prospects. The vacant positions make it extremely challenging for the complex area to fulfill its purpose of assisting schools in raising student achievement on State standards assessments to the proficiency level or above by helping schools to critically assess, prioritize and undertake systematic improvements.

Lack of strong leadership by principal – Twenty-eight schools lacked strong leadership by the principal. Contributing factors at these schools varied, but included, among others, absenteeism and high principal turnover. Many principals are burdened with excessive administrative duties and meetings that hinder the principal's ability to effectively lead the school. A few principals have been frequently absent due to medical reasons. As a result, other staff members often took over the role of leader in various capacities, taking time away from staff members' primary responsibilities. It also created an environment where there were too many people taking on leadership responsibilities in undefined roles. The absence of the principal during school hours has been associated with an increase in disciplinary issues and inadequate monitoring or accountability of faculty and staff. Schools with high principal turnover experienced disruption impacting its goals and focus. Inadequate communication between administration and faculty members was due to weak leadership skills of the principal. Division between school administration and faculty often arose regarding disciplinary issues, implementation and monitoring of reform models and day-to-day operations, hindering the schools' ability to effectively execute classroom instruction and school improvement efforts.

Lack of committed teachers – Eighteen schools were affected by the lack of committed teachers. These schools were affected by teachers not committed to teaching the standards in their classrooms and/or by high teacher turnover. The inability to motivate some teachers to commit to recent changes made by HDOE has negatively affected their school's ability to implement a standards-based curriculum. Some teachers are also not committed to challenging their students to achieve higher standards in all subgroups. Some teachers do not believe they should be held accountable for meeting adequate yearly progress. Some of these eighteen schools have high faculty turnover and/or vacant faculty positions and continue to face the inability to attract and retain qualified teachers. Schools with high teacher turnover are constantly challenged with respect to providing training to new teachers.

Inadequate professional development for teachers – At eleven schools, there was inadequate professional development for teachers. At some of these schools, administration and teachers may not place much emphasis on professional development. There is no coordinated effort between the schools, complex areas, and districts to identify the needs of the faculty members with regard to professional development. Some workshops are supplying inappropriate tools and inadequate, irrelevant training for teachers.

There is less professional development opportunities available locally for teachers at schools located on islands other than Oahu. Accordingly, the budgets of outer-island schools must bear the travel costs associated with teachers traveling to Oahu to receive ongoing professional development. In addition, because of the physical isolation from Oahu, schools located on the outer islands receive less frequent and direct support from resource teachers.

Inadequate adaptation to the needs of the increasing Special Education student population – The high Special Education student population at ten schools is affecting student achievement. Most of these ten schools have not established a clear focus on standards-based learning for Special

Education students. Despite the increase in the Special Education population and its impact upon overall student achievement, these schools have not devised specific strategies to address the low reading and math proficiencies by Special Education students. A high number of students are not socially prepared for structured classroom instruction and are not provided with adequate specialized services to assist in their learning and achievement progress. Furthermore, teachers are struggling to provide adequate class instruction as classroom management issues consume a significant amount of class time.

Inadequate adaptation to the needs of the increasing English as Second Language Learner (ESLL) student population – The high ESLL population at seven schools affects student achievement because students enter the school lacking the basic skills needed for their grade level. Student performance on assessment tests are negatively affected because students are unable to read and write English well. Most of these seven schools have not had sufficient time to develop learning expectations for ESLL students and instill programs that address their specific needs. Systematic identification of student needs with an explicit set of schoolwide priority actions – how to handle multilingual classrooms, teacher professional development in ESLL, behavior concerns, and cultural expectations and differences – appears to be missing.

Student transience – At five schools, all in the Waianae Complex, student achievement is negatively affected by a high number of students transferring to and from other schools, especially when it is to or from a school utilizing a different reform model. Significant fluctuations in student enrollment directly impact student achievement progress when classroom time is spent on the review and evaluation of incoming students.

Hawaiian Language Immersion Program – Of the forty-seven schools studied, four schools had the Hawaiian Language Immersion Program. The Hawaiian Language Immersion Program requires that formal English not be included in classroom instructions until fifth grade. Beginning in fifth grade, only one hour per day is designated for English instruction. Accordingly, by the time that fifth grade students take the HCPS assessment, they have only eight months of formal English instruction. Although the level of parental involvement required is the same as that for general education programs, parental involvement for students in the Hawaiian Language Immersion Program is especially crucial because parents are one of the few sources of English instruction that the students are exposed to from kindergarten through grade four. Each Hawaiian Language Immersion Program teacher is responsible for translating the respective grade's general education program curriculum into Hawaiian because there is no standardized Hawaiian Language Immersion Program curriculum. Translating curriculum is very time-consuming for the teachers and leads to wide variation in Hawaiian Language Immersion Program curricula among schools. Each Hawaiian Language Immersion Program teacher is responsible for developing his or her own assessment tools because there are no standardized assessment tools. Accordingly, the assessment tools being used are not researched or standards-based. The resources available to Hawaiian Language Immersion Program teachers are limited and outdated. For example, at one school, a Hawaiian-translated math book being used by third graders is approximately 20 years old. The lack of qualified substitute teachers for the Hawaiian Language Immersion Program limits the time that teachers may attend outside professional development opportunities. Lastly, although the HCPS assessment is translated to Hawaiian, there are limits to how effectively certain terms, phrases and situations can be translated from English to Hawaiian.

Inability of the feeder schools to meet adequate yearly progress – One intermediate school and two high and intermediate schools are negatively affected by feeder schools that do not meet adequate yearly progress. Many students are not performing at the appropriate grade level when they enter intermediate or high school.

Student behavioral issues – High cases of disciplinary referrals are prevalent at two schools. Student behavioral issues are affecting students' ability to learn and teachers' ability to instruct since these issues consume a significant amount of class time. There is a lack of respect for teachers in the classroom. The lack of respect can be attributed in part to a variety of reasons, such as an ineffective and inconsistent disciplinary and behavioral policies and inadequate support from administration in dealing with disciplinary problems.

7. Recommendations

Recommendations to the major findings are not included in this executive summary as our recommendations were based on each school's root causes that were specific to each school. These recommendations on the identified root causes of each school's inability to meet adequate yearly progress are included in the individual school reports.

Tab 15: Report of Findings
By
AYP Response Team
SY 2009-2010

Name of School: _____ **Complex Area:** _____

Grade Level: _____

AYP Response Team Leader: _____

Members of the Analysis Team:

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Brief Profile of School: Pertinent Information and Performance Data		
<u>Who are we?</u> (Describe the organization at the district and school levels as well as the characteristics of the students, staff, and community –		
<u>How do we do business?</u> (perceptual data, district and school processes, and values and beliefs)		
<u>Where are we now?</u>		
DEMOGRAPHICS:		
Questions	What data do you have or need to answer this question?	Trends/Findings
DEMOGRAPHICS		
<i>How has the enrollment in this school changed over the past three years?</i>	SSIR, Trend Report	
<i>What percentage of the school is in the NCLB groups?</i>	HSA Workbook	
<i>Trend: How has the NCLB subgroups changed over the past three years?</i>	NCLB Report HSA Workbook	

DEMOGRAPHICS BY STUDENT LEARNING	
<i>How did the NCLB subgroups do on HSA in 2008?</i>	<i>HSA Workbook</i>
<i>Looking at the trend over the past years, is there growth in proficiency attainment for each of the NCLB subgroups on HSA?</i>	
<i>Are some groups of students doing better than others?</i>	
<i>Are the grade levels or departments making greater progress?</i>	
<i>Is there a relationship between attendance and standardized achievement results? Do students who attend school every day perform better on the state assessments than students who miss school for more than ten days?</i>	<i>Number of days attended and state test results for each student.</i>
<i>How have students in the NCLB ethnicity groups scored on HSA?</i>	<i>HSA Workbook</i>
Statements:	

ATTENDANCE AND DISCIPLINE REFERRALS:

Statements:

STUDENT LEARNING:

Grade Levels/ Content Areas	Percent Proficient 2006-07	Percent Proficient 2007-08	Percent Proficient 2008-09	Percent Proficient 2009-10
Grade - Reading	%	%	%	%
Grade - Math	%	%	%	%
Grade - Reading	%	%	%	%
Grade - Math	%	%	%	%

Statements:

Questions	What data do you have or need to answer this question?	Trends/Findings
STUDENT LEARNING		
<p><i>Which reading and mathematics strands have the most benchmarks for which fewer than 50% of the possible points were earned by all students tested at the grade level(s)?</i></p>	<p><i>School Benchmark Summary Report HSA Workbook</i></p>	
<p><i>Is it the same strand by grade level? If too many, try 30%?</i></p>		
<p><i>What strands in reading and math have been identified as areas of need?</i></p>	<p><i>Instructional Needs Report in the School Summary Report</i></p>	
<p><i>In which grade level(s)?</i></p>		
STUDENT LEARNING BY SCHOOL PROCESS (Intersections of Categories of Data)		
<p><i>Is there a difference in student achievement results by program participation? By co-curricular programs?</i></p>	<p><i>Student achievement test results by program</i></p>	
PERCEPTIONS BY STUDENT LEARNING BY SCHOOL PROCESS		
<p><i>What are the differences in student achievement results because of attitudes related to whom students have as teachers?</i></p>	<p><i>Student achievement results disaggregated by teacher, compared to student questionnaire results disaggregated by teacher.</i></p>	
DEMOGRAPHICS BY STUDENT LEARNING BY SCHOOL PROCESSES		
<p><i>What are the differences in student learning results based on who the students are and how they are taught to learn?</i></p>	<p><i>Student achievement results disaggregated by gender and ethnicity, and sorted by what process is being utilized for learning and whom they have as a teacher. (See Tab 5, page 1, regarding School Processes and Student Learning.)</i></p>	
STUDENT LEARNING BY DEMOGRAPHICS BY PERCEPTIONS BY SCHOOL PROCESS		

<p><i>What are the differences in the results we are getting, based on whom we have as students and how they are taught? How would they prefer to learn?</i></p>	<p><i>Student achievement results disaggregated by gender, ethnicity, grade level, and program, compared to student questionnaire results, disaggregated by gender, ethnicity, grade level, and program.</i></p>	
<p>Statements:</p>		
<p>Questions</p>	<p>What data do you have or need to answer the questions?</p>	<p>Trends/Findings</p>
<p>SCHOOL PROCESS</p>		
<p><i>What are the instructional strategies used by the teachers in reading?</i></p>	<p><i>As reported by teachers</i></p>	
<p><i>What are the instructional strategies used by the teachers in math?</i></p>	<p><i>What supports are in place for math? Are strategies taught for constructed responses?</i></p>	
<p><i>What are the instructional strategies used by the teachers when a student doesn't learn?</i></p>	<p><i>What processes are in place to provide services for targeted students?</i></p>	
<p><i>What information triggers a request for services outside of the classroom?</i></p>		
<p><i>Use the same questions above for SPED and ESLL students?</i></p>	<p><i>What is done for SPED or ESLL students who make no progress or regress?</i></p>	
<p><i>What programs are operating in the</i></p>		

<p><i>school this year?</i></p> <p><i>Trend: Over the past two-three years, have there been any significant changes in the programs?</i></p>		
<p>DEMOGRAPHICS BY SCHOOL PROCESS</p> <p>Is participation in the _____ program _____ enrollment by gender and ethnicity representative of all students?</p>		
<p>Statements:</p>		
<p>PERCEPTIONS:</p>		
<p>Questions:</p>	<p>What data do you have or need to answer the questions</p>	<p>Trends/Findings</p>
<p>PERCEPTIONS BY DEMOGRAPHICS</p> <p>To what extent are students perceiving the learning environment in the same way?</p>	<p>Student questionnaire results disaggregated by gender, by ethnicity, and/or by grade level.</p>	
<p>PERCEPTIONS BY STUDENT LEARNING</p> <p>Are the students who are getting the best grades also reporting satisfaction with the learning environment?</p>	<p>Student grades by student perceptions</p>	
<p>PERCEPTIONS BY SCHOOL PROCESS</p>		

<p><i>Are there differences in how students perceive the learning environment, based on:</i></p> <ul style="list-style-type: none"> <i>• Whom they have as teachers?</i> <i>• The students' participation in different programs?</i> 	<p><i>Student perceptions disaggregated by teacher</i></p>		
<p>Statements:</p> <p>STANDARDS-BASED INSTRUCTION AND CURRICULUM: Is there <u>instructional coherence</u>?</p> <p>Statements:</p> <p>HIGHLY QUALIFIED TEACHERS: (Use the 2007/08 HQT School Audit Guide for possible interview Questions and attach OHR</p>			

report on HQT status of teachers at the school – Tab 12: Pages 2-8)
If the school has core subject area teachers who are not highly qualified, how has the school provided support to the teacher to help them to become highly qualified? If the school is a Title I school, has the school utilized their professional development funds to support their teachers? If the school is a Priority Attention School, has the school utilized 50% of their Title I professional development funds to help these teachers become highly qualified? What specific actions have they taken? Has the school administrator assisted the Non-HQT to develop a HQT Plan to become highly qualified?

Are all teachers paid with Title I funds highly qualified?

Years	Met NCLB Requirements for Highly Qualified Teacher	Total Number of Teachers	Average Years of Experience	5+ years at the school	Advanced Degrees
2005-06	%			%	%
2006-07	%			%	%
2007-08	%			%	%
2008-09	%			%	%
Content Areas of Teachers	2005-06	2006-09	2007-08	2008-09	2009-10
Language Arts					
Mathematics					
Science					
ESLL					
Special Education					

Statements:

TEACHER STABILITY:

Provide information or chart the stability of teachers by grade level (elementary level), content areas (secondary), and/or Departments (ELL/SPED). Is instability of teachers one of the root causes for low student achievement? If yes, what actions has the school implemented to address this issue?

PARAPROFESSIONALS MEETING NCLB REQUIREMENTS:

Are paraprofessional who provide instructional support under the supervision and in close proximity of a highly qualified teacher? What support has the school provided for paraprofessionals who do not meet NCLB Requirements?

Years	Met NCLB Requirements for Paraprofessional	Total Number of Paraprofessionals	Years of Experience	5+ years at the school
2007-08				
2008-09				
2009-10				

Statements:

<p>MISSION, VISION, and GOALS: <u>Does the AcFn Plan and the strategic actions aligned with the vision and goals of the school? Does the school administrator and/or school leadership team effectively orchestrate the school to achieve its vision, mission and goals?</u></p> <p>Statements:</p>	
<p>GOVERNANCE: <u>How are decisions made? Is decision-making inclusive? Are decisions data-driven?</u></p> <p>Statements:</p>	
<p>QUALITY PLANNING: <u>Does the plan address the gap and root causes of low student achievement?</u> <u>Is the plan based on thorough analysis and incorporation of prioritized findings from a comprehensive needs assessment?</u> <u>Does the plan consist of strategies, activities, people responsible, due dates, timelines and resources needed to be addressed to implement and achieve the vision and goals and to eliminate the root causes of the gaps?</u></p>	

RESOURCE MANAGEMENT AND DEVELOPMENT:

Statements:

QUALITY STUDENT SUPPORT SYSTEM:

Statements:

Needs Assessment

Summary of Data Analysis

- **Intersection of the Four Major Categories of Data**
- **Summary and Analysis of the Categories of Data**
- **After site visitation include: Summary and Analysis of the Organization of the School, Standards-based Instruction and Curriculum, Standards-based Assessment, Quality Student Support for Student Personal and Academic Growth (See Tool for Assessing a School's Level of Need for School Improvement on Tab 14: pages 1-13.**

Key Challenges

Hypotheses of Root Causes (deep underlying reasons for the occurrence of a specific situation, the gap. Would the problem have occurred if the cause had not been present? (Bernhardt, 2006) Will the problem reoccur if the cause is corrected? (Preuss, 2003)

Commendations/Strengths

- *What things/changes have the greatest impact on the students at this school? What were the major discoveries?*
- *What are some of the big ideas that have emerged as common or a pattern among the statements of findings?*
- *What are the possible causal factors? What does the school or the DOE have control over? What does it not?*
- *What successes are we seeing? What challenges are we facing?*

What are the gaps? (Difference between where we are now and where we want to be)

How can we get to where we want to be? (Root Cause Analysis, Action Plan, Strategic Activities/Finances) - Bernhardt, 2006

<p style="text-align: center;">Recommended Interventions and Strategies (Include Targets)</p> <p style="text-align: center;">How will we intervene? (Implementation Strategies, e.g., professional development) How will we evaluate our efforts? (Continuous improvement and evaluation – outcomes)</p> <p style="text-align: center;">What would it take to improve student learning in this school?</p>	<p style="text-align: center;">Targeted Students and Teachers</p>

<p style="text-align: center;">Issues and Concerns (Reflective Questions)</p>
Empty cell for content

<p style="text-align: center;">Recommendations for Services</p>
<p>After the site visitation, the school reviews the written report and integrates the findings into their revised school action plan for 2009-2010 to be submitted to the CAS by October 14, 2009, and their School Strategic Plan for 2008-2011 and Academic and Financial Plans for 2010-2011 due to the CAS the day before winter break 2009.</p>

Hawaii Department of Education
School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act
 CFDA Numbers: 84.377A; 84.388A

Collection of this information is a requirement of the School Improvement Grant.

The American Recovery and Reinvestment Act Title I School Improvement Grant is an opportunity for Tier I Title I schools to implement one of the four school intervention models:

- Turnaround
- Transformation
- Restart
- Closure

The School Improvement Grant (SIG) Information Sheet provides details on the specific requirements for each school intervention model. Schools receiving SIG funds **MUST** select one of the four models and **MUST** implement all required components of that model.

This is a competitive grant. Depending on the model selected, schools may be eligible to receive from \$50,000 to \$2,000,000. Funds will be prioritized to those schools that demonstrate the greatest need and the strongest commitment to implementing all components of the selected school intervention model.

Following is a general timeline for the School Improvement Grant process, which begins with completing the Intent to Apply Form.

1	Schools notified of eligibility for School Improvement Grant	February 2010
2	CAS completes and submits Intent to Apply Form to SIG Project Manager	On or before April 15, 2010
3	CAS/School completes and Submits Readiness to Benefit Self-Assessment	On or before April 30, 2010
4	OCISS AYP Response Team on-site visit	April through August 2010
5	CAS submits SIG Application Package	On or before August 31, 2010
6	Applications reviewed and approved or renegotiated as appropriate	On or before September 10, 2010
7	Notification of acceptance	On or before September 17, 2010
8	Allocation of funds	On or before September 30, 2010 or upon approval of HIDOE SIG

Hawaii Department of Education
ARRA Title I School Improvement Grant

Intent to Apply

Submitted by: _____
Complex Area Superintendent

Complex Area: _____

Phone: _____ Fax: _____

I intend to submit a School Improvement Grant application for the following school(s):

School	Tier I (✓)	Tier III (✓)	Preferred date for AYP Response Team (4 days)
			First Choice: Second Choice:

Submit form to Geriann Hong, SIG Project Manager, no later than **April 15, 2010**.
475 22nd Avenue, Room 219
Honolulu, HI 96816
Phone: 203-5526
Fax: 735-8227

Hawaii Department of Education
School Improvement Grants Application
 Section 1003(g) of the Elementary and Secondary Education Act
 CFDA Numbers: 84.377A; 84.388A
 Collection of this information is a requirement of the School Improvement Grant.

Instructions:
 Submit the completed application, including attachments, by **June 15, 2010** to:

Gerianne Hong, Educational Specialist
 OCISS, School Improvement
 475 22nd Avenue, Room 219
 Honolulu, Hawaii 96816

For questions regarding this grant, contact:
 Gerianne Hong, Educational Specialist, School Improvement
 Phone: (808)203-5526 Fax: (808)735-8227
 Email: gerianne_hong@notes.k12.hi.us

For questions regarding Title I, contact:
 Sharon Nakagawa, Educational Specialist, Title I
 Phone: (808)203-5520 Fax: (808)735-8375
 Email: sharon_nakagawa@notes.k12.hi.us

I. General Information		
Complex Area		Org. ID
Mailing Address		
Contact Person		Title
Email Address	Phone	Fax
Grant Coordinator (If other than contact person)		Title
Email Address		
Grant Coordinator's Mailing Address		
Grant Period		Total Funds Requested
Beginning Date	Ending Date	

A. SCHOOLS TO BE SERVED							
School Name	NCES ID No.	Tier I	Tier III	Intervention (Required for Tier I schools; optional for Tier III schools)			
				Turnaround	Transformation	Restart	Closure

B. DESCRIPTIVE INFORMATION: To be completed by the CAS. Provide the following information. Attach additional pages as necessary.

- For each Tier I school that you commit to serve, explain how the needs of each school were analyzed and how the intervention model was selected.

- Explain the capacity you have to use school improvement funds to provide adequate resources and related support to each Tier I school you commit to serve, in order to implement, fully and effectively, the required activities of the school intervention model selected.

- If you are not applying to serve all Tier I schools in your complex area, explain why you lack the capacity to serve each Tier I school.

- Describe actions you will take, or have taken to:
 - Design and implement interventions consistent with the final requirements
 - Recruit, screen and select external providers, if applicable, to ensure their quality
 - Align other resources with the interventions
 - Modify practices or policies, if necessary to enable schools to implement the interventions fully and effectively
 - Sustain the reforms after the funding period ends.
- For each school you commit to serve, amend the school's Strategic Plan and Academic and Financial Plan to include:
 - The services the school will receive or the activities the school will implement
 - A timeline delineating the steps you will take to implement the selected intervention
 - The annual goals for student achievement on the Hawaii State Assessment in both reading/ language arts and mathematics
 - The services that will be provided by the Complex Area

As appropriate, describe how you consulted with relevant stakeholders regarding the application and implementation of school improvement models in Tier I and Tier III schools.

C. BUDGET. For each school that you commit to serve, complete the Title I Fiscal Requirements Form indicating the amount of school improvement funds that will be used each year to:

- Implement the selected model in each Tier I and Tier III school you commit to serve
- Conduct complex or complex area-level activities designed to support implementation of the selected intervention model in each Tier I and Tier III school
- Support school improvement activities at the school, complex, or complex area level for each Tier III school identified in this application

NOTE: The budget must cover the period from July 2010 to September 30, 2013, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier III school. The budget for each year may not exceed the number of Tier I and Tier III schools you commit to serve multiplied by \$2,000,000.

D. ASSURANCES.

I assure that I will:

- ✓ Use my School Improvement Grant to implement fully and effectively an intervention in each Tier I school that I commit to serve consistent with the final requirements.
- ✓ Establish annual goals for student achievement on the Hawaii State Assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and school that I serve with school improvement funds, and establish goals to hold accountable my Tier III schools that receive school improvement funds.
- ✓ Report to the School Improvement Grant Project Manager and School Improvement Grant Evaluator the school-level data required under section III of the final requirements.

E. Waivers. Check each waiver that you will implement. If you do not intend to implement the waiver with respect to each applicable school, indicate for which schools it will implement the waiver.

I will implement the following waivers:

- Extending the period of availability of school improvement funds until September 30, 2013.
- "Starting over" in the school improvement timeline for Tier I Title I participating schools implementing a turnaround or restart model

I hereby certify that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, and assurances, and the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the Hawaii Department of Education or renegotiated to acceptance, will form a binding agreement. I understand that immediate written notice will be provided to the School Improvement Grant Project Manager if at any time I learn that my certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Complex Area Superintendent

Typed Name

Date

Baseline Data for Reporting and Evaluation Metrics	
School Data	
Intervention Model	
AYP Status	
AYP Targets Met	
AYP Targets Missed	
School Improvement Status	
Number of minutes in the school year	
Student Outcome/Academic Progress Data	
READING: Percent of students who meet or exceed proficiency, by grade and by subgroup.	
MATH: Percent of students who meet or exceed proficiency, by grade and by subgroup.	
READING: Average scale scores by grade, for the "all students" group, for each achievement quartile, and for each subgroup.	
MATH: Average scale scores by grade, for the "all students" group, for each achievement quartile, and for each subgroup.	
Percentage of ELL students who attain English language proficiency.	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP, IB), early college high schools, or dual enrollment classes.	
College enrollment rates	
Student Connection and School Climate	
Discipline incidents	
Truants	
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate	

School/Complex Area
Strategic Plan (2010-2013)

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

Objectives and Related Strategies

- 1.1. Provide standards-based curriculum, instruction, and assessment in all classrooms.**
 - 1.1.1. Implement standards-based curriculum, instruction, and assessments that measure student achievement in all classrooms.
 - 1.1.2. Ensure the continuing support of standards-based instruction within the academic and financial plans.
 - 1.1.3. Implement focused, prioritized, standards-based curriculum, instruction, and assessment professional development options.
 - 1.1.4. Ensure students will be caring, responsible, contributing participants in a democratic society.

- 1.2. Increase proficiency in reading, mathematics, and science for all students.**
 - 1.2.1. Ensure K-12 standards-based curriculum alignment for reading, mathematics, and science at the complex level.

- 1.3. Ensure that all students demonstrate the six General Learner Outcomes.**
 - 1.3.1. *(Elementary Only)* Provide opportunities for elementary students to demonstrate the six General Learner Outcomes.
 - 1.3.2. *(Secondary Only)* Develop General Learner Outcome monitoring and reporting tools for middle and high school students.

- 1.4. Ensure students will be caring, responsible, contributing participants in a democratic society.**
 - 1.4.1. Develop and implement programs that include parents and school community members in nurturing civic responsibility among students.
 - 1.4.2. Develop and implement school community activities demonstrating community action and civic responsibility.

Prioritized Strategies

2010-2011	2011-2012	2012-2013

Clarifying Comments:

(School Name)
Strategic Plan (2010-2013)

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

Objectives and Related Strategies

- 2.1. Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.**
 - 2.1.1. Address student safety, health, and well being through the effective delivery of comprehensive support services.
 - 2.1.2. Support all students with learning opportunities and assistance personalized to each student's needs.
 - 2.1.3. Develop and implement research-based early childhood policies and practices.

- 2.2. Provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.**
 - 2.2.1. Ensure that schools and School Community Councils actively involve parents and community members in school planning and decision-making.
 - 2.2.2. Implement evidence-based parent participation activities.
 - 2.2.3. Recruit and employ community partnerships for specific school improvement and/or operational activities designed to enhance student achievement.

Prioritized Strategies

2010-2011	2011-2012	2012-2013

Clarifying Comments:

(School Name)
Strategic Plan (2010-2013)

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

Objectives and Related Strategies

3.1. Continuously improve school quality and performance.

- 3.1.1. Expand rigorous, standards-based learning opportunities for all students.
- 3.1.2. Provide assistance and support to teachers to enable them to become highly qualified in their instructional areas.
- 3.1.3. Develop instructional options to address student needs (e.g., magnet schools, career/technical schools, newcomer centers, open access to Gifted and Talented programs, etc.).
- 3.1.4. Ensure the development of focused academic and financial plans with prioritized needs.

3.2. Continuously improve system quality.

- 3.2.1. Improve performance through coordinated and focused professional/staff development between school, complex areas, and state for all employees.
- 3.2.2. Hire qualified teachers and administrators well-versed in standards-based education.
- 3.2.3. Ensure a stable, consistent, and supportive learning environment by increasing the number of instructional days that teachers are present in the classroom.
- 3.2.4. Ensure all front-line staff practice customer satisfaction.
- 3.2.5. Standardize practices for equity and efficiency.
- 3.2.6. Optimize resources such as research, best practices, and technology to address problems.
- 3.2.7. Ensure compliance with statutes, policies, regulations, and codes (e.g., Act 51, NCLB, Title I), for quality assurance.
- 3.2.8. Improve system-wide data quality and access of student, staff, and school records (fully implemented eCSSS, eSIS, and a data warehouse).
- 3.2.9. Conduct program reviews and audits to determine duplication or gaps at school, complex area, and state-office levels.
- 3.2.10. Refine and expand standards-based reporting and assessment systems.
- 3.2.11. Require all complex and state offices to produce annual improvement and operational plans.
- 3.2.12. Link financial expenditures to student outcomes at all levels – school, complex area, state office.
- 3.2.13. Ensure schools, complex areas, and state offices – continue to develop, implement, and monitor progress and impact of action for DOE Strategic Plan goals, objectives, measures, and benchmarks.

Prioritized Strategies

2010-2011	2011-2012	2012-2013

Clarifying Comments:

(School Name)
Strategic Plan (2010-2013)

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

Measures by Objectives
<u>Objective 1.1</u>
1. Increase the number of elementary and secondary classrooms that are determined to be standards-based.
2. Increase the number of first-time grade 9 students who are promoted to grade 10.
3. Decrease the percent of DOE completers who as first-year UH students are enrolled in remedial classes.
4. Increase the percent of students graduating within four years with a high school diploma.
5. Increase the number of students who take the AP exam.
6. Increase the number of AP exam results with a 3 or higher.
<u>Objective 1.2</u>
1. Increase the percent of students attaining proficiency on statewide assessments in: Reading Mathematics Science
2. Increase the percent of students who are proficient in reading by the end of third grade.
3. Increase the percent of students by subgroup (Disadvantaged, Special Education, Limited English Proficient, White, Black, Asian, Pacific Islander, American Indian, and Hispanic) who are proficient on the statewide assessments in: Reading Mathematics Science
4. Increase the percent of students who have moved to a higher proficiency level on the statewide assessments in: Reading Mathematics Science
5. Increase the percent of limited English proficient students who become proficient in the English language.
<u>Objective 1.3</u>
1. Increase the percent/number of elementary students receiving a “usually” or “consistently” rating on all general learner outcomes at the end of the school year.
<u>Objective 1.4</u>
1. Increase the number of schools that report service activities during the school year.
2. Increase the percent of elementary students receiving a “usually” or “consistently” rating on GLO #2: Community Contributor.

NOTE:

The Department of Education Strategic Plan defines the priorities and directions for the Hawaii Department of Education. As such, it provides the overall foundation for the operational and improvement plans for schools, complexes, and offices.

The Measures by Objectives in each goal area align with existing federal, state, and Hawaii Board of Education mandates and priorities. These objective and quantifiable measure indicate progress in realizing each goal. Disaggregated baseline data for complexes and schools (available January 2008) will indicate their role in the overall performance and progress of the Department in meeting each goal area. Individual schools may also have additional locally identified progress indicators based on unique school or complex initiatives designed to improve performance within the goal areas.

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

Measures by Objectives	
<u>Objective 2.1</u>	
1.	Increase the percent of students who are not suspended from school by school type (elementary, middle/intermediate, high).
2.	Increase the percent of students reporting that they feel safe at their school by school type (elementary, middle/intermediate, high).
3.	Increase the percent of students by school type (elementary, middle/intermediate, high) reporting that most of the students in their school are well-behaved.
4.	Increase the percentage of students reporting they have a significant adult connection with someone on campus.
5.	Increase the number of schools with well-established home/preschool to kindergarten transition programs.
6.	Increase student daily attendance.
7.	Increase the percentage of students participating in the National School Lunch and the School Breakfast Programs.
<u>Objective 2.2</u>	
1.	Increase the percent of parents who respond positively that they participate in important decisions about their children's education (for example, year-round school, discipline, homework).
2.	Increase the percent of teachers who respond positively that a majority of their students' parents/guardians participate in important decisions about their children's education.
3.	Increase the percent of parents reporting satisfaction with their school.
4.	Increase the percent of parents who report that they have opportunities to get involved at school (for example, volunteer activities, tutoring, chaperoning events).

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

Measures by Objectives	
<u>Objective 3.1</u>	
1.	Increase the number of 10 th and 11 th grade students who take the PSAT.
2.	Increase the number of schools that raised the proportion of students proficient by five percentage points from the prior school year by school level in: Reading Mathematics Science
3.	Increase the number of teachers in the same school for five or more years.
4.	Increase the percent of fully licensed teachers teaching in low performing schools.
5.	Increase the number of principals in the same school for five or more years.
6.	Increase the percent of teachers and instructional support staff reporting satisfaction with their school..
<u>Objective 3.2</u>	
1.	Increase the percent of classes taught by highly qualified teachers.
2.	Increase the average number of instructional days that teachers are present in the classroom.
3.	Increase the percent of schools making Adequate Yearly Progress (AYP) each year.
4.	Increase the percent of teachers remaining in the profession within their first five years.
5.	Increase the percent of kindergarten teachers with Early Childhood Endorsement.
6.	Increase the percent of Hawaii residents who believe their neighborhood schools are improving.
7.	Increase the percent of longitudinal identifications and match rates on students within and returning to DOE.

(School or Complex Area Name)
School/Complex Area Academic Plan SY 2010 – 2011, 2011 – 2012, 2012 - 2013

Goal 1. Improve Student Achievement through Standards-Based Education	
Objectives: Provide standards-based curriculum, instruction, and assessment in all classrooms; increase proficiency in reading, mathematics, and science for all students; ensure that all students demonstrate the six General Learner Outcomes; and, ensure students will be caring, responsible, contributing participants in a democratic society.	
Prioritized Strategies (see School Strategic Plan for measures and annual benchmarks)	
1.	
2.	
3.	

Rationale:

Funded Enabling Activities	Initial Intermediate Outcomes	Lead	Timeline	Expenditure	
				Description	Est \$ Amount
1.					
2.					
3.					
4.					
5.					
TOTALS/SUMMARY					

Possible Enabling Activities if Supplemental Funds are Available	Initial Intermediate Outcomes	Lead	Timeline	Expenditure	
				Description	Est \$ Amount
6.					
7.					
8.					
9.					
10.					
TOTALS/SUMMARY					

Goal 2. Provide comprehensive support for all students

Objectives: Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students; provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.

Prioritized Strategies (see School Strategic Plan for measures and annual benchmarks)

1.	
2.	
3.	

Rationale:

Funded Enabling Activities	Initial Intermediate	Outcomes	Lead	Timeline	Expenditure	
					Description	Est \$ Amount
1.						
2.						
3.						
4.						
5.						
TOTALS/SUMMARY						

Possible Enabling Activities if Supplemental Funds are Available	Initial Intermediate	Outcomes	Lead	Timeline	Expenditure	
					Description	Est \$ Amount
6.						
7.						
8.						
9.						
10.						
TOTALS/SUMMARY						

Goal 3. Continuously improve performance and quality

Objectives: Continuously improve school quality and performance; continuously improve system quality.

Prioritized Strategies (see School Strategic Plan for measures and annual benchmarks)

1.	
2.	
3.	

Rationale:

Funded Enabling Activities	Initial Intermediate	Outcomes	Lead	Timeline	Expenditure	
					Description	Est \$ Amount
1.						
2.						
3.						
4.						
5.						
TOTALS/SUMMARY						

Possible Enabling Activities if Supplemental Funds are Available	Initial Intermediate	Outcomes	Lead	Timeline	Expenditure	
					Description	Est \$ Amount
6.						
7.						
8.						
9.						
10.						
TOTALS/SUMMARY						

**SCHOOL LEVEL
FISCAL REQUIREMENTS FOR ARRA TITLE I SIG
FY 2010-2012**

Rcv date: _____

Appr date: _____

CAS Signature: _____

PSP: _____ Approved by: _____

School: _____ Org ID: _____ Contact: _____ Phone: _____

FUNDS AVAILABLE



NCLB Status: (Circle one.) **Unc Pnd NI1 NI2 CA PFR R**

Line	Description	FY2010-11	FY2011-12	Total Alloc	Funds Available
1	Allocation, (Prog ID _____)				Column A
2	Carryover FY 2010-11		\$ -	\$ -	Column B
3	Prog ID	\$ -	\$ -	\$ -	Column C
4	Prog ID	\$ -	\$ -	\$ -	Column D
5	TOTAL FUNDS AVAILABLE	\$ -	\$ -	\$ -	Column E
	Additional Allocation(s)				
	Yellow = Formulas				

BUDGET PLAN

FY 2010-2011

FY 2011-2012

Description	FY 2010-2011			FY 2011-2012			Total
	SIG	Fringe	Complex Area/ Others Funds	SIG	Fringe	Complex Area/ Other Funds	
INSTRUCTIONAL PROGRAM	-	-	-	-	-	-	-
Personal Services ("A") [Fringe: Regular 36.96%]							
6a Teacher No. [] FTE		-			-		-
6b Summer Pay No. [] FTE		-			-		-
7 Other (e.g., EA) No. [] FTE		-			-		-
Personal Services ("A1") [Fringes "A" 36.96%]							
8 Fringe for "A" No. [] FTE 0.00		-			-		-
Supplies/Other Expenses ("B")							
11 Supplies/Other Expenses							-
12 Contract Services. Attach description.							-
Equipment ("C") [e.g., computers, software, etc.]							
13 Attach itemized list/quantity/description.							-
INSTRUCTIONAL PROGRAM SUB-TOTAL	-	-	-	-	-	-	-
PROFESSIONAL DEVELOPMENT							
Personal Services ("A") [Fringe: Regular 36.96%]							
14 Teacher No. [] FTE		-			-		-
Personal Services ("A1")							
15 Substitute Teacher [] Days Fringe: 8.77%		-			-		-
16 Stipends [] Days Fringe: 2.57%		-			-		-
17 Temp. Contract Employee (TCE) Fringe: 2.57%		-			-		-
Supplies/Other Expenses ("B")							
18 Supplies/Other Expenses							-
19 Contract Services. Attach description.							-
20 Out-of-State Travel. Attach purpose/location.							-
Equipment ("C")							
21 Attach itemized list/quantity/description.							-
PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL	-	-	-	-	-	-	-
OTHER EXPENDITURES							
Supplies/Other Expenses ("B")							
25 Contract Services. Attach description.							-
OTHER EXPENDITURES	-	-	-	-	-	-	-
INCENTIVES/BONUSES (WHEN NEGOTIATED)							
Personal ("A")							
26 Personnel No. [] FTE []		-			-		-
INCENTIVES/BONUSES (WHEN NEGOTIATED)	-	-	-	-	-	-	-
28 TOTAL PROGRAM BUDGET	-	-	-	-	-	-	-
29 PLANNED CARRYOVER FROM FY 10-11 TO NEXT YR.							-
30 TOTAL BUDGET PLAN (Line 30 must equal Line 5.)	-	-	-	-	-	-	-

Submit via Lotus Notes to Geri Ann Hong, Educational Specialist for School Improvement Team

Attachment to Fiscal Requirement Form:

INSTRUCTIONAL	11 Supplies/Other Expenses		Amount	Detailed Description			
	\$0		1				
			2				
			3				
			4				
			5				
INSTRUCTIONAL	12 Contract Services.	Attach description.	Amount	Name of Contractor	Description of Service(s) ; # of Days		
	Attach description.		\$0	1			
				2			
				3			
				4			
				5			
INSTRUCTIONAL	13 Equipment ("C")		Amount	Quantity	Description of Equipment		
	Attach itemized list/quantity/description.		\$0	1			
				2			
				3			
				4			
				5			
				6			
PROF DEV	18 Supplies/Other Expenses ("B")		Amount	Detailed Description			
	Supplies/Other Expenses		\$0	1			
				2			
				3			
				4			
				5			
PROF DEV	19 Contract Services.		Amount	Name of Contractor	Description of Service(s) ; # of Days		
	Attach description.		\$0	1			
				2			
				3			
				4			
				5			
PROF DEV	20 Out-of-State Travel.		Amount	Date(s)	Conference Title	Conference Location	
	Attach purpose/other specifics		\$0	1			
	e.g., Conference title, dates, location.			2			
				3			
				4			
				5			
PROF DEV	21 Equipment ("C")		Amount	Quantity	Description of Equipment		
	Attach itemized list/quantity/description.		\$0	1			
				2			
				3			
				4			
				5			
Other Expenditures	25 Other Expenditures		Amount	Name of Contractor	Description of Service(s) ; # of Days		
	Contract Services. Attach description.		\$0	1			
				2			
				3			
				4			
				5			
Incentives/Bonuses	27 Incentives/Bonuses (When Negotiated)		Amount	Detailed Description			
	\$0		1				
			2				
			3				
			4				
			5				

**SCHOOL LEVEL
FISCAL REQUIREMENTS FOR ARRA TITLE I SIG
FY 2010-2012**

Rcv date: _____

Appr date: _____

CAS Signature: _____

PSP: _____ Approved by: _____

School: _____ Org ID: _____ Contact: _____ Phone: _____

FUNDS AVAILABLE



NCLB Status: (Circle one.) **Unc Pnd NI1 NI2 CA PFR R**

Line	Description	FY2012-2013	Total Alloc	Funds Available
1	Allocation, (Prog ID _____)			Column A
2	Carryover FY 2010-2011	\$ -	\$ -	Column B
3	Prog ID	\$ -	\$ -	Column C
4	Prog ID	\$ -	\$ -	Column D
5	TOTAL FUNDS AVAILABLE	\$ -	\$ -	Column E
	Additional Allocation(s)			
	Yellow = Formulas			

BUDGET PLAN

FY 2012-2013

	SIG	Fringe	Complex Area/ Others	Funds				Total
INSTRUCTIONAL PROGRAM								
Personal Services ("A") [Fringe: Regular 36.96%]								
6a	Teacher	No. <input type="checkbox"/> FTE						-
6b	Summer Pay	No. <input type="checkbox"/> FTE						-
7	Other (e.g., EA)	No. <input type="checkbox"/> FTE						-
Personal Services ("A1") [Fringes "A" 36.96%]								
8	Fringe for "A"	No. <input type="checkbox"/> FTE 0.00						-
Supplies/Other Expenses ("B")								
11	Supplies/Other Expenses							-
12	Contract Services. Attach description.							-
Equipment ("C") [e.g., computers, software, etc.]								
13	Attach itemized list/quantity/description.							-
INSTRUCTIONAL PROGRAM SUB-TOTAL								
PROFESSIONAL DEVELOPMENT								
Personal Services ("A") [Fringe: Regular 36.96%]								
14	Teacher	No. <input type="checkbox"/> FTE						-
15	Substitute Teacher	<input type="checkbox"/> Days Fringe: 8.77%						-
16	Stipends	<input type="checkbox"/> Days Fringe: 2.57%						-
17	Temp. Contract Employee (TCE)	Fringe: 2.57%						-
Supplies/Other Expenses ("B")								
18	Supplies/Other Expenses							-
19	Contract Services. Attach description.							-
20	Out-Of-State Travel. Attach purpose/location.							-
Equipment ("C")								
21	Attach itemized list/quantity/description.							-
PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL								
OTHER EXPENDITURES								
Supplies/Other Expenses ("B")								
25	Contract Services. Attach description.							-
OTHER EXPENDITURES								
INCENTIVES/BONUSES (WHEN NEGOTIATED)								
Personal ("A")								
26	Personnel	No. <input type="checkbox"/> FTE						-
INCENTIVES/BONUSES (WHEN NEGOTIATED)								
28	TOTAL PROGRAM BUDGET							-
29	PLANNED CARRYOVER FROM FY 10-11 TO NEXT YR.							-
30	TOTAL BUDGET PLAN (Line 30 must equal Line 5.)							-

Submit via Lotus Notes to Geri Ann Hong, Educational Specialist for School Improvement Team

Attachment to Fiscal Requirement Form:

INSTRUCTIONAL	11 Supplies/Other Expenses		Amount	Detailed Description				
	\$0	1						
		2						
		3						
		4						
		5						
INSTRUCTIONAL	12 Contract Services. Attach description.		Amount	Name of Contractor	Description of Service(s) ; # of Days			
	\$0	1						
		2						
		3						
		4						
		5						
INSTRUCTIONAL	13 Equipment ("C")		Amount	Quantity	Description of Equipment			
	\$0	Attach itemized list/quantity/description.		1				
		2						
		3						
		4						
		5						
6								
PROF DEV	18 Supplies/Other Expenses ("B")		Amount	Detailed Description				
	\$0	Supplies/Other Expenses		1				
		2						
		3						
		4						
		5						
PROF DEV	19 Contract Services.		Amount	Name of Contractor	Description of Service(s) ; # of Days			
	\$0	Attach description.		1				
		2						
		3						
		4						
		5						
PROF DEV	20 Out-of-State Travel.		Amount	Date(s)	Conference Title	Conference Location	# of Travelers	
	\$0	Attach purpose/other specifics e.g., Conference title, dates, location.		1				
		2						
		3						
		4						
		5						
PROF DEV	21 Equipment ("C")		Amount	Quantity	Description of Equipment			
	\$0	Attach itemized list/quantity/description.		1				
		2						
		3						
		4						
		5						
Other Expenditures	25 Other Expenditures		Amount	Name of Contractor	Description of Service(s) ; # of Days			
	\$0	Contract Services. Attach description.		1				
		2						
		3						
		4						
		5						
Inventives/Bonuses	27 Incentives/Bonuses (When Negotiated)		Amount	Detailed Description				
	\$0	1						
		2						
		3						
		4						
		5						

COMPLEX AREA LEVEL

**FISCAL REQUIREMENTS FOR ARRA TITLE I SIG
FY 2010-2012**

Rcv date: _____

Appr date: _____

CAS Signature: _____

PSP: _____ Approved by: _____

School: _____ Org ID: _____ Contact: _____ Phone: _____

FUNDS AVAILABLE



NCLB Status: (Circle one.) **Unc Pnd NI1 NI2 CA PFR R**

Line	Description	FY2010-11	FY2011-12	Total Alloc	Funds Available
1	Allocation, (Prog ID _____)				Column A
2	Carryover FY 2010-11		\$ -	\$ -	Column B
3	Prog ID	\$ -	\$ -	\$ -	Column C
4	Prog ID	\$ -	\$ -	\$ -	Column D
5	TOTAL FUNDS AVAILABLE	\$ -	\$ -	\$ -	Column E
	Additional Allocation(s)				
	Yellow = Formulas				

BUDGET PLAN

FY 2010-2011

FY 2011-2012

Description	FY 2010-2011			FY 2011-2012			Total
	SIG	Fringe	Complex Area/ Others Funds	SIG	Fringe	Complex Area/ Other Funds	
INSTRUCTIONAL PROGRAM	-			-		-	
Personal Services ("A") [Fringe: Regular 36.96%]							
6a Teacher No. <input type="text"/> FTE		-			-		-
6b Summer Pay No. <input type="text"/> FTE		-			-		-
7 Other (e.g., EA) No. <input type="text"/> FTE		-			-		-
Personal Services ("A1") [Fringes "A" 36.96%]							
8 Fringe for "A" No. <input type="text"/> FTE 0.00		-			-		-
Supplies/Other Expenses ("B")							
11 Supplies/Other Expenses							-
12 Contract Services. Attach description.							-
Equipment ("C") [e.g., computers, software, etc.]							
13 Attach itemized list/quantity/description.							-
INSTRUCTIONAL PROGRAM SUB-TOTAL	-	-	-	-	-	-	-
PROFESSIONAL DEVELOPMENT							
Personal Services ("A") [Fringe: Regular 36.96%]							
14 Teacher No. <input type="text"/> FTE		-			-		-
Personal Services ("A1")							
15 Substitute Teacher <input type="text"/> Days Fringe: 8.77%		-			-		-
16 Stipends <input type="text"/> Days Fringe: 2.57%		-			-		-
17 Temp. Contract Employee (TCE) Fringe: 2.57%		-			-		-
Supplies/Other Expenses ("B")							
18 Supplies/Other Expenses							-
19 Contract Services. Attach description.							-
20 Out-of-State Travel. Attach purpose/location.							-
Equipment ("C")							
21 Attach itemized list/quantity/description.							-
PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL	-	-	-	-	-	-	-
OTHER EXPENDITURES							
Supplies/Other Expenses ("B")							
25 Contract Services. Attach description.							-
OTHER EXPENDITURES	-	-	-	-	-	-	-
INCENTIVES/BONUSES (WHEN NEGOTIATED)							
Personal ("A")							
26 Personnel No. <input type="text"/> FTE		-			-		-
INCENTIVES/BONUSES (WHEN NEGOTIATED)	-	-	-	-	-	-	-
28 TOTAL PROGRAM BUDGET	-	-	-	-	-	-	-
29 PLANNED CARRYOVER FROM FY 10-11 TO NEXT YR.							-
30 TOTAL BUDGET PLAN (Line 30 must equal Line 5.)	-	-	-	-	-	-	-

Submit via Lotus Notes to Geri Ann Hong, Educational Specialist for School Improvement Team

Attachment to Fiscal Requirement Form:

INSTRUCTIONAL	11	Supplies/Other Expenses \$0	Attach description.	Amount	Detailed Description			
				1				
				2				
				3				
				4				
				5				
INSTRUCTIONAL	12	Contract Services. Attach description. \$0	Attach description.	Amount	Name of Contractor	Description of Service(s) ; # of Days		
				1				
				2				
				3				
				4				
				5				
INSTRUCTIONAL	13	Equipment ("C") Attach itemized list/quantity/description. \$0		Amount	Quantity	Description of Equipment		
				1				
				2				
				3				
				4				
				5				
PROF DEV	18	Supplies/Other Expenses ("B") Supplies/Other Expenses \$0		Amount	Detailed Description			
				1				
				2				
				3				
				4				
				5				
PROF DEV	19	Contract Services. Attach description. \$0		Amount	Name of Contractor	Description of Service(s) ; # of Days		
				1				
				2				
				3				
				4				
				5				
PROF DEV	20	Out-of-State Travel. Attach purpose/other specifics e.g., Conference title, dates, location. \$0		Amount	Date(s)	Conference Title	Conference Location	# of Travelers
				1				
				2				
				3				
				4				
				5				
PROF DEV	21	Equipment ("C") Attach itemized list/quantity/description. \$0		Amount	Quantity	Description of Equipment		
				1				
				2				
				3				
				4				
				5				
Other Expenditures	25	Other Expenditures Contract Services. Attach description. \$0		Amount	Name of Contractor	Description of Service(s) ; # of Days		
				1				
				2				
				3				
				4				
				5				
Incentives/Bonuses	27	Incentives/Bonuses (When Negotiated) \$0		Amount	Detailed Description			
				1				
				2				
				3				
				4				
				5				

**COMPLEX AREA LEVEL
FISCAL REQUIREMENTS FOR ARRA TITLE I SIG
FY 2010-2012**

Rcv date: _____

Appr date: _____

CAS Signature: _____

PSP: _____ Approved by: _____

School: _____ Org ID: _____ Contact: _____ Phone: _____

FUNDS AVAILABLE



NCLB Status: (Circle one.) **Unc Pnd NI1 NI2 CA PFR R**

Line	Description	FY2012-2013	Total Alloc	Funds Available
1	Allocation, (Prog ID _____)			Column A
2	Carryover FY 2010-2011	\$ -	\$ -	Column B
3	Prog ID	\$ -	\$ -	Column C
4	Prog ID	\$ -	\$ -	Column D
5	TOTAL FUNDS AVAILABLE	\$ -	\$ -	Column E
	Additional Allocation(s)			
	Yellow = Formulas			

BUDGET PLAN

FY 2012-2013

Description	SIG	Fringe	Complex Area/ Others Funds					Total
INSTRUCTIONAL PROGRAM	-							
Personal Services ("A") [Fringe: Regular 36.96%]								
6a Teacher No. <input type="checkbox"/> FTE		-						-
6b Summer Pay No. <input type="checkbox"/> FTE		-						-
7 Other (e.g., EA) No. <input type="checkbox"/> FTE		-						-
Personal Services ("A1") [Fringes "A" 36.96%]								
8 Fringe for "A" No. <input type="checkbox"/> FTE 0.00		-						-
Supplies/Other Expenses ("B")								
11 Supplies/Other Expenses								-
12 Contract Services. Attach description.								-
Equipment ("C") [e.g., computers, software, etc.]								
13 Attach itemized list/quantity/description.								-
INSTRUCTIONAL PROGRAM SUB-TOTAL	-	-	-	-	-	-	-	-
PROFESSIONAL DEVELOPMENT								
Personal Services ("A") [Fringe: Regular 36.96%]								
14 Teacher No. <input type="checkbox"/> FTE		-						-
Personal Services ("A1")								
15 Substitute Teacher <input type="checkbox"/> Days Fringe: 8.77%		-						-
16 Stipends <input type="checkbox"/> Days Fringe: 2.57%		-						-
17 Temp. Contract Employee (TCE) Fringe: 2.57%		-						-
Supplies/Other Expenses ("B")								
18 Supplies/Other Expenses								-
19 Contract Services. Attach description.								-
20 Out-of-State Travel. Attach purpose/location.								-
Equipment ("C")								
21 Attach itemized list/quantity/description.								-
PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL	-	-	-	-	-	-	-	-
OTHER EXPENDITURES								
Supplies/Other Expenses ("B")								
25 Contract Services. Attach description.								-
OTHER EXPENDITURES	-	-	-	-	-	-	-	-
INCENTIVES/BONUSES (WHEN NEGOTIATED)								
Personal ("A")								
26 Personnel No. <input type="checkbox"/> FTE		-						-
INCENTIVES/BONUSES (WHEN NEGOTIATED)	-	-	-	-	-	-	-	-
28 TOTAL PROGRAM BUDGET	-	-	-	-	-	-	-	-
29 PLANNED CARRYOVER FROM FY 10-11 TO NEXT YR.								-
30 TOTAL BUDGET PLAN (Line 30 must equal Line 5.)	-	-	-	-	-	-	-	-

Submit via Lotus Notes to Geri Ann Hong, Educational Specialist for School Improvement Team

Attachment to Fiscal Requirement Form:

INSTRUCTIONAL	11	Supplies/Other Expenses \$0		Amount		Detailed Description			
				1					
				2					
				3					
				4					
				5					
INSTRUCTIONAL	12	Contract Services. Attach description. Attach description. \$0		Amount		Name of Contractor	Description of Service(s) ; # of Days		
				1					
				2					
				3					
				4					
				5					
INSTRUCTIONAL	13	Equipment ("C") Attach itemized list/quantity/description. \$0		Amount		Quantity	Description of Equipment		
				1					
				2					
				3					
				4					
				5					
PROF DEV	18	Supplies/Other Expenses ("B") Supplies/Other Expenses \$0		Amount		Detailed Description			
				1					
				2					
				3					
				4					
				5					
PROF DEV	19	Contract Services. Attach description. \$0		Amount		Name of Contractor	Description of Service(s) ; # of Days		
				1					
				2					
				3					
				4					
				5					
PROF DEV	20	Out-of-State Travel. Attach purpose/other specifics e.g., Conference title, dates, location. \$0		Amount		Date(s)	Conference Title	Conference Location	# of Travelers
				1					
				2					
				3					
				4					
				5					
PROF DEV	21	Equipment ("C") Attach itemized list/quantity/description. \$0		Amount		Quantity	Description of Equipment		
				1					
				2					
				3					
				4					
				5					
Other Expenditures	25	Other Expenditures Contract Services. Attach description. \$0		Amount		Name of Contractor	Description of Service(s) ; # of Days		
				1					
				2					
				3					
				4					
				5					
Inventives/Bonuses	27	Incentives/Bonuses (When Negotiated) \$0		Amount		Detailed Description			
				1					
				2					
				3					
				4					
				5					

Hawaii Department of Education

School Improvement Grant Application FY 2009

Goal

Dramatically transform school culture and increase student outcomes in each State's persistently lowest-achieving schools, including secondary schools, through robust and comprehensive reforms.

Grant Amount

Nationwide: \$3 billion
Hawaii: \$9.3 million

Brief Description of School Improvement Models

Turnaround Model

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

Restart Model

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

School Closure

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

Transformation Model

Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time.

Specific Requirements for School Improvement Models

Turnaround Model

This model requires:

- Replacing the Principal and granting the principal sufficient operational flexibility (staffing, calendars/time, and budgeting) to implement a comprehensive approach to substantially improve student achievement outcomes and increase school graduation rates.
- Screening all existing staff (using locally adopted competencies to measure the effectiveness of staff) and rehire no more than 50 percent and select new staff.
- Implementing 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.
- Providing 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.
- Adopting a new governance structure, which may include, but is not limited to, requiring school to report to a new "turnaround office" in the LEA/SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA/SEA to obtain added flexibility in exchange for greater accountability.
- Using 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.
- Promoting 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.
- Establishing schedules and implement strategies that provide increased learning time.
- Providing appropriate social-emotional and community-oriented services and supports.

A turnaround model may also implement other strategies such as: any of the required and permissible activities under the transformation model; or a new school model (e.g., themed, dual language academy).

Restart Model

This model requires:

- Converting a school or closing and reopening a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.
- Enrolling, with the grades it serves, any former student who wished to attend the school.

School Closure Model

This model requires:

- Closing a school and enrolling the students who attended that school in other schools in the LEA 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.

Transformation Model

Support and Resources:

This model requires:

- Developing and increasing teacher and school leader effectiveness by:
 - Replacing the principal who led the school prior to commencement of the transformation model; and
 - Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
- Identifying and rewarding 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.
- Providing 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.
- Implementing 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 (e.g. additional compensation, instituting a system for measuring changes in instructional practices resulting from professional development, ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal
- Using 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.

- Promoting 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.
- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- Implementing a schoolwide “response-to-intervention” model
- Providing supports and professional development to teachers and principals to implement strategies to support students with disabilities in the least restrictive environment and ensure that limited English proficient students acquire language skills to master academic content.
- Using and integrating technology-based supports and interventions as part of the instructional program.
- In secondary schools:
 - Increasing rigor by offering opportunities to enroll in advanced coursework (such as AP, IB, or STEM courses, especially that incorporate rigorous project-, inquiry-, or design-based learning opportunities) , early college, dual enrollment, thematic academies;
 - Improving student transition from middle to high school through summer transition programs or freshman academies;
 - Increasing 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 mathematic skills; or
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- Increasing learning time and creating community-oriented schools:
 - Establish schedules and strategies that provide increased learning time;
 - Providing ongoing mechanisms for family and community engagement;
 - Implement other strategies such as:
 - Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet student's social, emotional, and health needs;
 - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; and
 - Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- Providing operational flexibility and sustained support:
 - Giving the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement full a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
 - Ensuring that the school receives ongoing, intensive technical assistance and related support from the LEA/SEA or a designated external lead partner organization;
 - Permissible activities: Allowing the school to be run under new governance arrangement, such as turnaround division with the LEA/SEA or implementing a per-pupil, school-based budget formula that is weighted based on student needs.

SY 2010-2011 Quarterly Report for Schools Receiving Title I School Improvement Grants _____ Quarter Report

Name of School: _____

_____ Tier I School – Intervention Model: _____ Tier III School

Restructuring Services:

_____ Restructuring with Comprehensive Professional Services Providers (PSP) – Name of PSP: _____

_____ CAS as Restructuring Provider

_____ CAS as Comprehensive Services Provider – School Improvement Contracts with: _____

_____ CAS Utilizing Array of Services – School Improvement Contracts with: _____

Principal's Signature: _____ Date: _____

Complex Area Superintendent's Signature: _____ Date: _____

Email or FAX Progress Report for Interim State Superintendent Matayoshi via Mr. Daniel Hamada, Asst. Superintendent, OCISS, FAX Number: (808) 586-3429

- 1st Quarter Report due October 15, 2010**
- 2nd Quarter Report due January 7, 2011**
- 3rd Quarter Report due March 24, 2011**
- 4th Quarter Report due June 9, 2011**

SY 2010-2011 Quarterly Report for Schools Receiving Title I School Improvement Grants

Quarter Report

Enabling Activities	Intermediate Outcomes (Student Outcomes) ¹	Key Accomplishments • What has been accomplished? • What are the evidences of effectiveness in reaching the outcomes (e.g., progress on formative assessments?)	Areas in Need of Improvement with Specific Interventions to Address the Needs	Procurement of Goods or Services • How were funds expended to accomplish the outcomes (e.g., consultant to conduct differentiation training?)	Amount Allocated to Date by PROG ID	Amount Expended to Date by PROG ID
SCHOOL LEADERSHIP						
STANDARDS-BASED CURRICULUM AND INSTRUCTION FOR READING						
STANDARDS-BASED CURRICULUM AND INSTRUCTION FOR MATHEMATICS						
PARENT/COMMUNITY PARTNERSHIP						
ASSESSMENT SYSTEM						
COMPREHENSIVE STUDENT SUPPORT SYSTEM						

¹ Include available formative data related to SIG metrics: Reading and Math proficiency by grade and subgroup on formative assessment, ELL students who attain English language proficiency, student attendance, students completing advanced coursework, discipline incidents, truancy rate, teacher attendance, change in number of minutes in the school year, etc.

ARRA Title I School Improvement Grants

Title I Committee of Practitioners
February 2, 2010

Agenda

- Goals & Purpose of SIG Grants
- Requirements
 - Target "persistently lowest-performing schools"
 - Four school intervention models
- Draft Proposal
- Feedback, Suggestions, Ideas, etc.

Goal

Target majority of funds to each state's chronically low-performing schools to implement robust and comprehensive reforms to dramatically transform school culture and increase student outcomes.

\$9,312,839

\$50,000 to \$2,000,000 per school per year

Guiding Principles

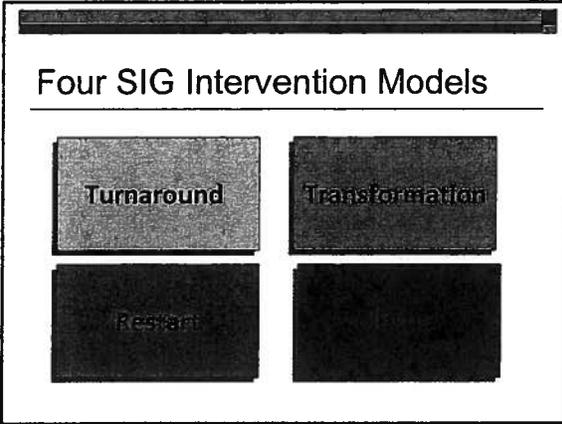
- Students deserve good educational options and can't afford to wait
- Not about quantity, but quality
- Need to build capacity and supports at all levels
- Not a one-year activity

Governing Requirements

- Final Requirements published on December 20, 2009
- Interim Final Requirements published on January 21, 2010

Which Schools are Eligible?

- Tier I Schools
 - Among lowest 5% of Title I schools in status
- Tier II Schools
 - Secondary school that is eligible for, but does not receive Title I funds
- Tier III Schools
 - All other Title I schools in status



School Closure Model Overview

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

- Reasonable proximity
- Civil Rights considerations

Restart Model Overview

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

Transformation Model Overview

(The content of this slide is extremely faint and illegible in the provided image.)

Turnaround Model Overview

Leaders & Staff	Instructional & Support Strategies	Time and Support	Governance
<ul style="list-style-type: none"> Replace principal (or a new principal appointed within last two years) Review & select staff (replace up more than 50%) Strategies to recruit, place, and retain staff 	<ul style="list-style-type: none"> Instructional model based on student needs Job-embedded professional development Extensive use of data to inform and direct instruction 	<ul style="list-style-type: none"> Increased learning time for staff and students Social-emotional and community-oriented services and supports 	<ul style="list-style-type: none"> New governance structure Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model.

- ### Draft Proposal
- Identifies Tier I and Tier III schools
 - Outlines CAS application process
 - Identify school and model
 - Complete narrative & assurances aligned to SIG requirements
 - Submit amended school Strategic Plan and Academic & Financial Plan
 - Submit Title I Fiscal Requirement Form

Draft Proposal

- Application evaluation criteria
 - Comprehensive needs assessment
 - Capacity to implement
 - Sufficient funds
- Timeline
- Setting & reviewing goals
- Monitoring
- Prioritization

Waivers

- Extend availability of funds until September 30, 2013
- Allow Tier I schools that will implement a turnaround or restart model to “start over” in the school improvement timeline

*Press release posted on DOE website.
Public comments accepted until February 3, 2010.*

Challenges and Opportunities

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Negotiations with HSTA and HGEA <input type="checkbox"/> Legal authority | <ul style="list-style-type: none"> <input type="checkbox"/> Academic Coaches <input type="checkbox"/> PD in multicultural strategies, understanding poverty, etc. <input type="checkbox"/> Extended learning time <input type="checkbox"/> Early Education (pre-K to grade 2) <input type="checkbox"/> Early start to new school year (reculturing) <input type="checkbox"/> Professional Services Providers <input type="checkbox"/> Capacity building <input type="checkbox"/> More |
|--|---|

Questions, comments, suggestions...

Title I Committee of Practitioners Meeting

Tuesday, February 2, 2010

1:00 p.m.

Puuhale Elementary School Library

Summary of Discussion

Handouts shared: Draft School Improvement Grant proposal, Summary sheet of Intervention Models

The Committee of Practitioners offered the following questions, suggestions, concerns and feedback regarding the School Improvement Grant.

1. The greatest impact will be realized by working together as a complex, K-12 or even P-20. The system penalizes schools individually, but it's a K-12 effort. Some things that elementary schools need to do to make AYP may not necessarily help the high schools graduate students who are career and/or college ready. The Obama administration's budget has a focus on career and college readiness. It was noted that although individual schools will be identified as Tier I or III, other funding sources can be leveraged to support schools within a complex. This ties in to the "zones" described in Hawaii's Race to the Top application.
2. What's different about the SIG that we haven't already been doing? A comprehensive, systems approach is needed, and we need to be thoughtful about removing the right barriers. We've been "tinkering around the edges," but haven't truly dealt with the nasty stuff inside. Some schools have selected various strategies from the array of services. The SIG requires that all components be addressed. There needs to be a commitment to real change.
3. The "what" needs to be based on a comprehensive needs assessment that identifies the root causes for lack of improvement.
4. We need to be clear on what we're trying to do, and be mindful of how the whole system works. Identify the barriers. Make the commitment to improvement.
5. Personnel issues need to be negotiated with the unions. If a principal is removed, what happens to the principal? If teachers are removed, what happens to the teachers? Would any principal want to go to a low-performing school? We need to think deeply through the ramifications for personnel and the moral consequences.
6. High schools have unique challenges and it may be more difficult to implement the changes needed. However, it was noted that we cannot ignore those challenges, and need to support change at the high school level.
7. At a recent webinar, it was emphasized that this is about quality not quantity. The preference may be to focus on a few schools and make substantive improvements, rather than try to serve as many schools as possible.
8. We need to find ways to provide incentives to participate.
9. We need to be mindful of the many initiatives already impacting the schools. This cannot be "another thing" that they need to do. Need to align SIG requirements with other initiatives.

10. The process to identify the persistently lowest-performing schools may need to be amended once the vertically-aligned curricula and assessments are in place.
11. A lesson learned from Friendship Schools (that implemented successful turnaround) was that they wished they spent more time communicating with the community.
12. The Positive Deviants model looks at who's succeeding in spite of similar challenges. This would be a good model to explore. That is, to find out what works and share those ideas and strategies.
13. There is a need to communicate, or even over communicated, regarding the requirements and expectations.
14. The AYP Response Team model that SPMS is implementing should be included.
15. There are various bills in the Legislature regarding charter schools. One bill would eliminate the limit on the number of start-up charter schools. There are still 20 slots for conversion charter schools. There is an 18-month planning process is required to become a charter school. It was noted that that can be built into the implementation timeline. The Charter School last is silent on CMOs and EMOs. Currently, there are no CMOs or EMOs in the state.
16. The Office of School Facilities has implemented a process for school closure and consolidation. That process can be used if that model is most appropriate for identified schools.
17. There are business and community partners who can be great resources. E.G. Kamehameha Schools.
18. Parent/Family involvement strategies are best based on the needs they identify. The Hawaii Parent Information and Resource Center has facilitated successful programs. Those programs produced valuable data and information to guide system improvement (e.g., Micronesian parents could not read the report card).
19. We need to consider how we support schools with greater operational flexibility. What requirements can they be exempted from?
20. There is a limited pool of resources at the State Office. How will we do this? It was acknowledged that there are fewer specialists in OCISS. It was also noted that offices may need to reprioritize and focus existing resources.
21. Will the system be a barrier to implementation?
22. There are several ARRA projects being implemented. There is a need to share information and progress across offices and branches, and ensure that all efforts are coordinated. This concern will be shared with the OCISS lead for ARRA projects.
23. We should consider integrating strategies to address the 21st Century Learner. The Student Support Branch can provide resources, strategies` and ideas.

Members were invited to contact Carol with additional suggestions, comments, and other feedback. Phone: 203-5500; Email: carol_shikada@notes.k12.hi.us

News Release

P.O. Box 2360
Honolulu, HI 96804
Phone: 586-3232
Fax: 586-3234

Department of Education

State of Hawaii

Contact: Sandra Goya

Date: January 26, 2010

Waivers Sought by DOE

The Hawaii State Department of Education (HIDOE) intends to apply for the School Improvement Grant authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) of 1965. As part of the application process, the HIDOE intends to request a waiver to 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 HIDOE to September 30, 2013. The HIDOE also intends to request a waiver to section 116(b)(12) of the ESEA to permit HIDOE 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 described waivers are in accordance with the guidance issued by the U.S. Department of Education in January 2010, on using School Improvement Grant funds. If granted, these waivers will allow the HIDOE to use these funds in accordance with the final requirements for the School Improvement Grant published in the Federal Register in January 2010.

Written comments regarding the described waivers should be submitted by February 3, 2010, and addressed to the DOE Office of Curriculum, Instruction and Student Support, Attention: Carol Shikada, 475 22nd Avenue, Room 201, Honolulu, Hawaii 96816, emailed to carol_shikada@notes.k12.hi.us, or faxed to (808) 733-9154.

For additional information, call (808) 203-5500.

Carol Shikada/SSS/HIDOE
01/31/2010 10:52 AM

To "Craig Crisler" <ccrisler@iaak.net>
cc Daniel S. Hamada/OIS/HIDOE@HIDOE, OCISS AS
SEC/SUPT/HIDOE@HIDOE, Wowie
Ramos/SSS/HIDOE@HIDOE
bcc

Subject RE: Quick Question on Waivers to be requested from DOE 

Good morning, Craig - Thank you, for resending your original message as, yes, I didn't receive it earlier. Here is some additional information regarding the waivers.

If granted, the waiver requests would allow the Department to do two things:

- a. Extend the period of availability of funds to September 30, 2013. Without the waiver, the funds would only be available for only one year.
- b. Allow schools that will implement the turnaround or restart model to "start over" in the school improvement timeline. That is, the school's status would start at the beginning of the timeline again - "in good standing, unconditional."

From the perspective of a parent at a participating school, you could be reassured that the improvement initiatives would be implemented for more than just a year, and could see longitudinal growth. It would also give the school time to build it's capacity to sustain the improvements after the federal funding is spent. In addition, by going back to "in good standing, unconditional," the school has three years to allow the improvements to take hold. In the school improvement timeline, a school would have to "not meet" adequate yearly progress for two consecutive years before it becomes a "status" school. The school community could be bolstered by this, knowing that that there is confidence in the school to make the changes to sustain student growth.

Thank you, again, for your message. Please let me know if you have any questions or suggestions.

Carol Shikada
Director, OCISS, Student Support Branch
475 22nd Avenue, Room 201
Honolulu, HI 96816
Phone: 808-203-5500
Fax: 808-733-9154
Email: carol_shikada@notes.k12.hi.us

"We are here to give people the courage to do something special." Tom Peters

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"Craig Crisler" <ccrisler@iaak.net>



"Craig Crisler"
<ccrisler@iaak.net>
01/31/2010 05:56 AM

To "Craig Crisler" <ccrisler@iaak.net>,
<carol_shikada@notes.k12.hi.us>
cc

Subject RE: Quick Question on Waivers to be requested from DOE

Mrs. Shikada –

Was not sure if you got my previous email, since I did not receive a response. Please see question below.

Thanks.

C

Check out our blog on edtech innovation and Hawaii at <http://iaak.wordpress.com/>

Craig Crisler, COO
It's All About Kids, LLC
Pacific Guardian Center Mauka Tower
737 Bishop St #1800
Honolulu HI 96813
office: (808) 487-5437
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ccrisler@iaak.net
www.smartkidshawaii.com

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From: Craig Crisler
Sent: Thursday, January 28, 2010 6:29 AM
To: 'carol_shikada@notes.k12.hi.us'
Subject: Quick Question on Waivers to be requested from DOE

Mrs. Shikada –

I received a news release regarding the waiver sought by the DOE for School Improvement Grants and Title I "start-over" on school improvement timeline.

I am trying to understand what this all means...as a parent. Could you explain these waiver requests to me. You were the point of contact on the news release.

C

Check out our blog on edtech innovation and Hawaii at <http://iaak.wordpress.com/>

Craig Crisler, COO
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Carol Shikada /SSS/HIDOE
02/03/2010 01:22 PM

To John Thatcher/CONNECTIONS/HIDOE@HIDOE
cc Kathryn Matayoshi/SUPT/HIDOE@HIDOE, Maunalei
Love/CSAO/HIDOE@HIDOE, Corinna
Comejo/CSAO/HIDOE@HIDOE
bcc

Subject Re: School Improvement Grant and waiver 

Thank you, Mr. Thatcher, for your comments. We will be sure to add your email to the application package that the Department submits.

Carol Shikada
Director, OCISS, Student Support Branch
475 22nd Avenue, Room 201
Honolulu, HI 96816
Phone: 808-203-5500
Fax: 808-733-9154
Email: carol_shikada@notes.k12.hi.us

"We are here to give people the courage to do something special." Tom Peters

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John Thatcher/CONNECTIONS/HIDOE



John
Thatcher/CONNECTIONS/HI
DOE
02/03/2010 01:18 PM

To Carol Shikada/SCLB/HIDOE@HIDOE
cc Kathryn Matayoshi/SUPT/HIDOE@HIDOE, Maunalei
Love/CSAO/HIDOE@HIDOE
Subject School Improvement Grant and waiver

I do not support the HIDOE request for for a waiver to section 421(b) of the General Education Provisions Act because charter schools have not been receiving federal grant funding according to State law. The law (§302B-12(b)) states that *"Charter Schools shall be eligible for all federal financial support to the same extent as all other public schools. The department shall provide the office (CSAO) with all federal grant proposals that include charter schools as potential recipients and timely reports on federal grants received for which charter schools may apply. Federal funds received by the department for charter schools shall be transferred to the office for distribution to charter schools in accordance with the federal requirements."*

On August 16, 2007 a group of charter school directors and staff from the Charter Schools Administrative Office met with Superintendent Hamamoto. We had discussed our federal grant funding issues before and (unfortunately) discussed it with her at meetings in 2008 and 2009. Our basic premise documenting the problem was (and is):

Hawaii's Consolidated State Application, Part II(4) describes the Statewide system of support

under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools. It says, "The Department of Education is developing the concept of Critical Ally Teams to assist school in increasing student performance, thus ensuring that the schools meet the requirements of NCLB and the accountability requirements of the state's Act 238. Critical Ally Teams will assist schools in looking at themselves critically to determine and gauge the success of their efforts to raise student achievement and other indicators of success. The teams will serve all schools, however, services will be required for schools identified as 'in need of improvement' or 'corrective action' because the school has not made significant progress over a number of years and are subject to sanctions or consequences for the lack of progress. Team members will include the Complex Area Superintendent, complex support staff, school level personnel with expertise, highly qualified or distinguished teachers and principals outside of the school, pupil services personnel, and representatives from Institutions of Higher Education and other educational/professional service agencies." The structure of the "Critical Ally Teams" does not include representatives from charter schools. Furthermore Part II(6) describes a strategy for coordination of programs that does not include representation to ensure the inclusion of charter schools. Thus, the foundations of Hawaii's Consolidated State Application contain a fundamental bias against charter schools.

I hope you include my comments when you are documenting the comments you have received. If you have any questions I'd be glad to speak with you. My cell phone is 808-895-6856.

School Improvement Grant Guide for Enabling Activities and Budget

Applicants will use this as a guide in amending their Strategic Plans and Academic & Financial Plans. All required activities/strategies must be clearly described in the plans; applicants must indicate where in the plan that description is located. Applicants will also utilize the budget guidelines in completing the Title I Fiscal Requirements.

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

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

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

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

RESTART MODEL – up to \$400,000 for Years 1 & 2

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

(✓)	Location in SP/AFP	Restart Model Required Activity/Strategy	Allowable Expenditures	Amount
		Operate the school under the selected CMO or EMO. Application must describe the specific enabling activities and associated costs.		\$5,000 Per student Year 1 & 2

Funding for Years 1 & 2 may be awarded only if the school is operating under a CMO or EMO, or as a conversion charter school.

TRANSFORMATION MODEL – minimum of \$400,000 per year

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

(✓)	Location in SP/AFP	Transformation Model Required Activity/Strategy	Allowable Expenditures	Amount
		Replace the principal who led the school prior to commencement of the transformation model.	School Leadership Coach Signing bonus pending negotiations	Up to \$150,000 per year for highly effective leadership coach
		Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (1) take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) are designed and developed with teacher and principal involvement.	Signing bonus to attract highly-qualified teachers to Title IIA priority schools. Pending development of performance-based system	\$3,000 One-time payment per HQT
		Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	Pending negotiations	--
		Provide staff 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.	1.0 FTE Literacy Coach and 1.0 FTE Numeracy Coach Math Consultant Literacy Consultant Substitutes/stipends for PLCs, lesson study, and professional development that addresses the root causes for the lack of improvement Participation on AYP Response Teams (travel, substitutes) Consultant contracts for services that will address the root causes for the lack of improvement	\$200,000 Per year \$30,000 Per year \$30,000 Per year Up to \$5000 per teacher per year Up to \$600 per person per trip Will vary

		Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	Pending negotiations	--
		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.		--
		Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Professional development for data teams	\$500 per team member
		Establish schedules and strategies that provide increased learning time.	Remuneration to teachers to conduct research-based extended learning opportunities.	Up to \$10,000 per teacher per year
		Provide ongoing mechanisms for family and community engagement.	Part-time teacher to conduct literacy and numeracy workshops for parents	\$13,000 per year
		Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	--	--
		Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Contract with approved Professional Services Provider for comprehensive services	Up to \$350,000 Year 1 only
(✓)	Location in SP/AFP	Transformation Model Permissible Activity/Strategy	Allowable Expenditures	Amount
		Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the schools in a transformation school.		
		Instituting a system for measuring changes in instructional practices resulting from professional development.		
		Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
		Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if in effective.		
		Implementing a schoolwide "response-to-intervention"		

		model.		
		Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.		
		Using and integrating technology-based supports and interventions as part of the instructional program.		
		(Secondary Schools) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as AP, IB, or STEM courses, especially those that incorporate rigorous and relevant project-, inquiry-, or 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 and coursework.		
		(Secondary Schools) Improving student transition from middle to high school through summer transition programs or freshman academies.		
		(Secondary Schools) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.		
		(Secondary Schools) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		
		Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional and health needs.		
		Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.		
		Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.		

		Expanding the school program to offer full-day kindergarten or pre-kindergarten.		
		Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.		
		Implementing a per-pupil school-based budget formula that is weighted based on student needs.		

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

TURNAROUND MODEL: Implement ALL of the required activities described below, and any of the permissible activities described below.				
(✓)	Location in SP/AFP	Turnaround Model Required Activity/Strategy	Allowable Expenditures	Amount
		Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	School Leadership Coach Signing bonus pending negotiations	Up to \$150,000 per year for highly effective leadership coach
		Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (1) screen all existing staff and rehire no more than 50 percent, and (2) select new staff.	Signing bonus to attract highly-qualified teachers to Title IIA priority schools. Pending development of performance-based system	\$3,000 One-time payment per HQT
		Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Pending negotiations	--
		Provide staff 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.	1.0 FTE Literacy Coach and 1.0 FTE Numeracy Coach Math Consultant Literacy Consultant Substitutes/stipends for PLCs, lesson study, and professional development that addresses the root causes for the lack of improvement Participation on AYP Response Teams (travel, substitutes) Consultant contracts for services that will address the root causes for the lack of improvement	\$200,000 Per year \$30,000 Per year \$30,000 Per year Up to \$5000 per teacher per year Up to \$600 per person per trip Will vary
		Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the	--	--

		Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.		
		Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	--	--
		Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Professional development for data teams	\$500 per team member
		Establish schedules and implement strategies that provide increased learning time.	Remuneration to teachers to conduct research-based extended learning opportunities.	Up to \$10,000 per teacher per year
		Provide appropriate social-emotional and community-oriented services and supports for students.	Early Childhood Education program	Up to \$100,000 per year
			Implement elements of "community schools"	Up to \$50,000 per year
(✓)	Location in SP/AFP	Turnaround Model Permissible Activity/Strategy	Allowable Expenditures	Amount
		Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the schools in a transformation school.		
		Instituting a system for measuring changes in instructional practices resulting from professional development.		
		Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
		Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if in effective.		
		Implementing a schoolwide "response-to-intervention" model.		
		Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.		
		Using and integrating technology-based supports and interventions as part of the instructional program.		
		(Secondary Schools) Increasing rigor by offering		

		opportunities for students to enroll in advanced coursework (such as AP, IB, or STEM courses, especially those that incorporate rigorous and relevant project-, inquiry-, or 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 and coursework.		
		(Secondary Schools) Improving student transition from middle to high school through summer transition programs or freshman academies.		
		(Secondary Schools) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.		
		(Secondary Schools) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		
		Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional and health needs.		
		Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.		
		Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.		
		Expanding the school program to offer full-day kindergarten or pre-kindergarten.		
		Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.		
		Implementing a per-pupil school-based budget formula that is weighted based on student needs.		
		Implementing a new school model (e.g., themed, dual language academy).		

School Improvement Grant Assessment Tool

GENERAL INFORMATION				
Complex Area:			School:	
Complex Area Superintendent (CAS):			Principal:	
Tier: I III	Ranking:	Intervention Model:	AYP Response Team Date:	CAS Interview Date:

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

	student learning. The CAS articulates a plan to sustain improvement after the funding period.	to support student learning. The CAS has ideas on how to sustain improvement after the funding period.	to support student learning. The CAS is considering how to sustain improvement after the funding period.	student learning. The CAS does not have a plan to sustain improvement after the funding period.	
COMPREHENSIVE NEEDS ASSESSMENT					
	4	3	2	1	COMMENTS
Comprehensive Needs Assessment (Application Page 3)	The CAS has completed a comprehensive needs assessment of the identified school(s) and identified the root causes for the lack of improvement.	The CAS has completed a comprehensive needs assessment of the identified school(s) but has not identified the root causes for the lack of improvement.	The CAS has completed a brief needs assessment of the identified school(s).	The CAS has not completed a comprehensive needs assessment of the identified school(s) and has not identified the root causes for the lack of improvement.	
	There is a coherent rationale on how the intervention model addresses all the root causes for the lack of improvement.	The rationale explains how the intervention model addresses some of the root causes for the lack of improvement.	The rationale does not clearly explain how the intervention model addresses the root causes for the lack of improvement.	There is no rationale, or the rationale does not align the intervention model to the root causes.	
CAS/COMPLEX AREA CAPACITY					
	4	3	2	1	COMMENTS
Capacity (Application Page 3)	The CAS has identified at least two complex area personnel who will be dedicated to supporting the SIG school(s).	The CAS has identified one complex area personnel who will be dedicated to supporting the SIG school(s).	The CAS is considering which complex area personnel who can be dedicated to supporting the SIG school(s).	The CAS does not have complex area personnel who can be dedicated to supporting the SIG school(s).	
	The identified personnel are qualified, competent, and credible, and have experience in supporting struggling schools.	The identified personnel are qualified, competent, and credible, but have not had experience in turning around struggling schools.	The identified personnel have limited qualifications, competence, and credibility and have had limited experience in turning around struggling schools.	The identified personnel are not qualified and have no experience in turning around struggling schools.	
	The roles and responsibilities of complex area support personnel are clearly delineated.	The roles and responsibilities of complex area support personnel are being developed.	Initial conversations regarding the roles of the complex area support personnel have begun.	The roles and responsibilities of complex area support personnel have not been discussed.	
	The CAS has identified a range of resources that can be leveraged to support the SIG school(s).	The CAS has identified a limited amount of resources that can be leveraged to support the SIG school(s).	The resources that the CAS has identified appear to be insufficient to support the identified school(s).	The CAS has not identified resources that can be leveraged to support the SIG school(s).	
	The CAS has an established network of business, agency, community, and parent partnerships that can support SIG school(s).	The CAS has connections with business, agency, community, and parent partnerships.	The CAS has a limited number of partnerships.	There is no evidence of external partnerships.	
DESCRIPTIVE INFORMATION					
	4	3	2	1	COMMENTS
Application Page 4	The CAS has initiated or has a plan to implement interventions consistent with the SIG requirements.	The CAS is planning to implement interventions consistent with most of the SIG requirements.	The CAS has ideas on how to implement interventions with the SIG requirements.	The CAS has not initiated or planned to implement interventions consistent with the SIG requirements.	

	(If applicable) Selected PSP has a history of working successfully with the school, is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	Although the PSP has not worked with the school, the provider is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	Selected PSP has limited success in working with struggling schools, is on the approved list of PSPs, and can provide 24/7 support and flexible services that address the root causes for the lack of improvement.	No evidence exists to indicate success in turning around any struggling schools.	
	(If applicable) The CAS has conducted a rigorous review of eligible CMOs/EMOs, and selected an organization that has successfully turned around at least one struggling school, can provide services that complement current successful efforts, is willing to be held accountable for results, is a financially viable organization, and has the personnel and resources to manage and improve the school	The CAS conducted a rigorous review of eligible CMOs/EMOs, but it is not evident how the organization meets one or more of the essential characteristics.	The CAS conducted a limited review of eligible CMOs/EMOs, and it is not evident how the organization meets one or more of the essential characteristics.	The CAS did not conduct a rigorous review of CMOs/EMOs.	
	The CAS has identified other resources that will be leveraged to support SIG school(s).	The CAS has identified limited resources that will be leveraged to support SIG school(s).	The CAS has identified insufficient resources that will be leveraged to support SIG school(s).	The CAS has not identified other resources that will be leveraged to support SIG school(s).	
	The CAS has identified the policies and/or practices that must be modified, and has described the actions that must be taken or have been taken.	The CAS has identified the policies and/or practices that must be modified, and has described some of the actions that must be taken or have been taken.	The CAS has identified the policies and/or practices that must be modified, but has not described the actions that must be taken or have been taken.	The CAS has not identified the policies and/or practices that must be modified, and has not described the actions that must be taken or have been taken.	
	The CAS has a clear plan with identified resources and human capital that will be used to sustain the reforms after the funding period ends.	The CAS has a limited number of resources that will be used to sustain the reforms after the funding period ends.	The CAS has identified a limited number of resources that can be used to sustain reforms, and the resources seem insufficient.	The CAS has not considered how to sustain the reforms after the funding period ends.	
	A variety of stakeholders participated in discussions regarding school challenges and potential solutions, including the School Community Council.	A limited number of stakeholders took part in discussions of school challenges.	Only school staff participated in discussions of school challenges and a few potential solutions resulted.	Stakeholders were not involved.	

PLAN

	4	3	2	1	COMMENTS
Amended Strategic Plan and Academic & Financial Plan (AFP)	The School Strategic Plan reflects the overall integration of the selected intervention model.	The School Strategic Plan mentions the overall integration of the selected intervention model but with limited details.	The School Strategic Plan mentions the overall integration of the selected intervention model but with no details.	The School Strategic Plan does not reflect the overall integration of the selected intervention model.	
	All required components of the	Most of the required	Only a few required	None of the required	

	selected intervention model are integrated into the AFP.	components of the selected intervention model are integrated into the AFP.	components of the selected intervention model are integrated into the AFP.	components of the selected intervention model are integrated into the AFP.	
	Annual goals for improvement exceed safe harbor by 15% or more.	Annual goals for improvement exceed safe harbor by 10%.	Annual goals for improvement exceed safe harbor by 5%.	Annual goals for improvement do not meet safe harbor.	
	Student learning goals are specific and measurable and directly address the identified problems.	Student learning goals are specific and measurable but only partially address the identified problems.	Student learning goals are specific and measurable but do not directly address the identified problems.	Student goals are not specific or measurable and do not directly address the identified problems.	
	Initial and intermediate outcomes reflect progress toward the annual goals.	Initial and intermediate outcomes partially reflect progress toward the annual goals.	Initial and intermediate outcomes do not reflect progress toward the annual goals.	No initial or intermediate outcomes.	
	The plan details the services the school will receive or the enabling activities the school will undertake to fully implement the intervention model.	The details on the services the school will receive or the enabling activities the school will undertake are listed but not clear.	The plan gives limited details of the services the school will receive or the enabling activities the school will undertake to implement the intervention model.	No plan submitted.	
	The plan identifies the practices and policies that need to be modified, and describes how that will be accomplished and when.	The plan identifies the practices and policies that need to be modified, but does not describe how that will be accomplished and when.	The plan does not identify the practices and policies that need to be modified.	No plan submitted	
	The AFP includes a timeline and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, and includes a monitoring process.	The AFP includes a timeline and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, but does not include a monitoring process.	The AFP includes a timeline and interim check points, but lacks a sequence of actions to be completed by specific individuals or teams, and does not include a monitoring process	No timeline submitted.	

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

	adequate and necessary, per the guidelines for enabling activities and budget, and the size of the school	the guidelines for enabling activities and budget.	the guidelines for enabling activities and budget.	the guidelines.	
OVERALL ASSESSMENT					
	4	3	2	1	COMMENTS
Summary	Considering all factors, there is a high probability that the CAS can successfully utilize SIG funding to turnaround the identified school(s).	Considering all factors, there is a probability that the CAS can successfully utilize SIG funding to turnaround the identified school(s).	Considering all factors, there is a slight probability that the CAS can successfully utilize SIG funding to turnaround the identified school(s).	Considering all factors, there is a low probability that the CAS can successfully utilize SIG funding to turnaround the identified school(s).	

Application Score

Component	Total	Possible
School Readiness		
CAS Commitment		
Intervention Model		
CAS/Complex Area Capacity		
Descriptive Information, Page 4		
Strategic and Academic & Financial Plans		
Budget		
Overall Assessment		
TOTAL		

Readiness to Benefit Self-Assessment

This self-assessment is a reflective tool that school and complex area leadership teams should use to assess the extent to which they are able and willing to implement substantial change. It is expected that school and complex area teams will engage in deep conversations regarding turning around struggling schools, the four school intervention models, and the School Improvement Grant (SIG) requirements. Teams need not submit the evidence pieces, but should list or describe what those pieces are.

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

School Improvement Grant Claim of Lack of Capacity

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

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

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