

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Missouri Department of Elementary and Secondary Education	Applicant's Mailing Address: PO Box 480 Jefferson City, MO 65102
State Contact for the School Improvement Grant Name: Larry Flakne Position and Office: Director, Federal Instructional Improvement Contact's Mailing Address: Missouri Department of Elementary and Secondary Education Box 480 Jefferson City, MO 65102 Telephone: (573) 751-8284 Fax: (573) 522-1759 Email address: larry.flakne@dese.mo.gov	
Chief State School Officer (Printed Name): Chris L. Nicastro, Ph.D.	Telephone: (573) 751-4446
Signature of the Chief State School Officer: X <u>Chris L. Nicastro</u>	Date: 03-30-2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Missouri School Improvement Grant Application

**Title I, Section 1003(g) of the
Elementary and Secondary Education Act of 1965**



**Missouri Department of Elementary and Secondary Education
Box 480 Jefferson City, Missouri 65102**

2010

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<p>State Contact for the School Improvement Grant</p> <p>Name: Larry Flakne</p> <p>Position and Office:</p> <p>Director, Federal Instructional Improvement</p> <p>Contact's Mailing Address:</p> <p>Missouri Department of Elementary and Secondary Education Box 480 Jefferson City, MO 65102</p> <p>Telephone: (573) 751-8284</p> <p>Fax: (573) 522-1759</p> <p>Email address: larry.flakne@dese.mo.gov</p>	
<p>Chief State School Officer (Printed Name): Chris L. Nicastro, Ph.D.</p>	<p>Telephone: (573) 751-4446</p>
<p>Signature of the Chief State School Officer:</p> <p>X_____</p>	<p>Date:</p> <p>02-22-2010</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

A. ELIGIBLE SCHOOLS

- **List of schools submitted in a separate document**
- **Definition submitted in a separate document**
- **Information is posted on the Department Web site at:**
<http://dese.mo.gov/divimprove/fedprog/instrucimprov/lowestachievingchools.htm>

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA/district, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

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

<u>LEA/district NAME, NCES ID #</u>						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

¹ As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

B. EVALUATION CRITERIA

Part 1

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

The Missouri Department of Elementary and Secondary Education (the Department) will use the LEA/District School Improvement Grant Application Scoring Guide and Additional Guidance (LEA/District Application, Appendices A-E) to evaluate all parts of the LEA/District Applications. Department staff, and others who have been involved in school improvement and turnaround initiatives and technical assistance to schools will serve on evaluation teams to review the applications.

The evaluation team will include:

- **Department staff**
 - **Federal Instructional Improvement Director and ten Supervisors, 11**
 - **The four-member Race to the Top Steering Committee, 4**
 - **Chief Accountability Officer, 1**
 - **Coordinator of Federal Grants Management and selected Supervisors, 3**
 - **Director of Federal Discretionary Grants 1**
 - **Director of School Improvement Support, 1**
 - **Director of School Accountability and Data, 1**
 - **Coordinator of School Finance and Governance and selected Supervisors, 3**
 - **Director of Special Education Effective Practices, 1**
 - **Four State Area Supervisors of Instruction, 4**
- **Regional Professional Development Center (RPDC) staff:**
 - **Five of the eleven RPDC Directors, 5**
 - **Missouri Turnaround Program staff, 9**
 - **Three Regional Shepherds**
 - **Six trained coaches (work directly with turnaround principals)**
- **University staff who have worked in support and evaluation roles for the Missouri Turnaround Project:**
 - **University of Missouri, Columbia, 2**
 - **University of Missouri, Kansas City, 2**
 - **Southeast Missouri State University, 2**
 - **Office of Social and Economic Data Analysis, University of Missouri, Columbia, 2**
- **LEA/District and school staff representing relatively high performing LEAs/Districts and schools**
 - **Central office administrators, 5**
 - **Principals, 5**
 - **Teachers, 5**

The Department staff will screen LEA/District Applications before the full team begins the final evaluation process. Applications will be screened to be sure that all required responses have been submitted and those responses are complete. Applications without the required

responses will be eliminated from the initial evaluation process. (LEAs/districts will be given the opportunity to provide the required information and documentation.)

The full evaluation team will meet to review the LEA Applications. The full team will be divided into five groups to evaluate applications submitted by LEAs/districts that have committed to serve Tier I and Tier II schools. Each application will be evaluated and scored by two of these groups. Once the applications have been scored, the scoring groups will present their findings to the full team to determine the final scores and rankings of the applications. If there are funds available, the process will be repeated for applications submitted by LEAs/districts that commit to serve Tier III schools.

Additional detail and supporting documents will be found in Appendices A-E of the Missouri LEA/District SIG Application.

(1) The LEA/district has analyzed the needs of each Tier I and Tier II school identified in the LEA's/district's application and has selected an intervention for each school.

The evaluation team will review the needs analysis to determine if it is thorough and includes meaningful evaluation of:

- Student Performance
- Curriculum Development and Learning Management
- Professional Development
- Safe, Secure, and Engaging Environment
- Parent and Community Involvement
- Information Technology and Data Management
- Human Resources
- Leadership and Governance
- Fiscal and Budget

(2) The LEA/district has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's/district's application in order to implement fully and effectively the selected intervention in each of those schools.

The evaluation team will review the LEA/District Application to determine the LEA's/district's capacity to fully and effectively implement selected interventions based on the following information:

- A description of recent school improvement initiatives the LEA/district has implemented in its low-achieving schools and progress of and results from those initiatives
- Plan details that explain how the LEA/district will implement the required and permissible activities of the selected intervention(s) in a state approved planning and reporting system
- The selected activities are based on the results of the needs analysis
- How the LEA/district will support the interventions and improvement activities at the LEA/district level
- The plans for the selected interventions address all of the required activities of the required interventions for Tier I and Tier II schools

- (3) The LEA's/district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's/district's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the Department or the LEA/district).

The evaluation team will review the LEA/District Application to ensure that:

- **The LEA/district has submitted a complete budget for each Tier I and Tier II school it commits to serve. The budgets must reflect the strategies in the improvement plans that describe the specific activities funded by the grant for each year of the funding period.**
- **The LEA/district has submitted a budget for improvement activities funded by the grant in each Tier III school it commits to serve.**
- **The LEA/district has submitted a budget to support LEA/district-level school improvement activities to support Tier I, Tier II, and Tier III schools.**

Part 2

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

If any component of Part 2, LEA/District Implementation Plan and Actions (implementation plan, selecting external providers (if applicable), align other resources, modify policies and practices, and sustain reforms after the funding period) is not determined to be adequate, the standard for this Part cannot be considered met. As directed in the "LEA/District Scoring Guide Outline," the evaluation team will review:

- **the elements of the LEA/district implementation plan to ensure a complete and viable plan of action,**
- **if applicable, the plan to recruit, screen, and select external providers to ensure that all components will lead to a constructive and successful partnership,**
- **the plan to align other resources with the interventions to ensure that a comprehensive set of resources has been selected to support the improvement efforts of the school(s),**
- **the plan to modify policies and practices to ensure full and effective implementation of the chosen intervention(s), and**
- **the plan to sustain the reforms after the funding period ends to ensure a complete and viable plan is in place to support successful interventions and make them portable to other schools in need of improvement.**

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

The evaluation team will measure components of the LEA/district design based on detailed plan submitted by the LEA/district to implement the intervention(s) including:

- **Responsible staff members for each strategy**
- **Timelines for each strategy and action step**
- **Funding identified for each strategy**
- **Implementation progress measures for each strategy**

- **LEA/district oversight and support**

The evaluation team will also consider how this plan is aligned with all parts of the LEA/District Application (e.g. Needs Analysis, Timelines, Annual Goals, Budgets). If clear alignment cannot be determined, the plan will not meet the standard.

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

The evaluation team will review documents and process artifacts designed to recruit, screen, select, and contract external providers to insure they are supported by state guidance, clearly define authority and accountability, and comply with state and federal regulations.

- **LEA/district application process for external providers**
 - **Request for proposals**
 - **Memorandum of understanding**
 - **Provider contract**
 - **Evaluation procedures**
- **SEA has been part of the planning process for selecting external providers**
 - **Guidance on related laws and regulations has been provided**
 - **If applicable, the SEA has cooperated in the planning for the selection process**

- (3) Align other resources with the interventions.

The evaluation team will review the LEA's/district's improvement plans and budget to determine if the LEA/district will align all available resources to meet the goals and objectives of the plan and those decisions are based on the results of the needs analysis.

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

The evaluation team will review the LEA/District Application to determine if the LEA/district has appropriately modified practices and policies to enable it to implement the selected interventions fully and effectively.

- **LEA/district policies and practices that have been or will be modified**
- **Projected impact of those changes**

- (5) Sustain the reforms after the funding period ends.

The evaluation team will review the LEA's/district's commitment and capacity to sustain the reforms after the funding period ends based on:

- **Thorough explanation of how the reforms will be sustained**
 - **LEA/district support**
 - **Community Support**
 - **SEA Support**
- **Long range plans are in place to sustain the interventions and make successful practices portable to other schools that would benefit from improvement efforts**

C CAPACITY

An LEA/district that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA/district demonstrates that it lacks sufficient capacity to do so. If an LEA/district claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's/district's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs/districts effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA/district lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA/district has more capacity than the LEA/district demonstrates.

As the LEAs/districts develop their applications, Department staff and others will collaborate with LEAs/districts to help them fully understand the requirements of each intervention, and The Department and the LEA/district will cooperatively determine the LEA/district capacity to serve the Tier I schools in the LEA/district. During the application process, these LEAs/districts will declare their commitment to serve schools and submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school. If the LEA/district does not commit to serve each identified Tier I school, it will also submit documents to support the decision not to serve each Tier I school. Department staff (Federal Instructional Improvement, Federal Financial Management, School Finance, and School Accountability and Accreditation Sections) will review the documentation to determine if the claim is valid. Decisions will be based on the factors listed in the SEA SIG Application. Also, the Federal Instructional Improvement Section will provide and/or arrange for ongoing communication, support and technical assistance during the application period. Missouri believes that this collaboration will help determine each LEA's/district's capacity to serve Tier I schools as the LEA/District Application is prepared.

If the LEA/district does not provide adequate documentation during the application preparation period or the Department determines that the LEA/district has more capacity, the LEA/district will be required to submit additional information to support the claim. If the claim of lack of capacity cannot be supported by the LEA/district documentation or the Department decides that the claim is not valid, the LEA/District Application will be denied. The LEA/district will have fourteen days after the decision is made to provide additional information and amend the application. The Department will make the final decision within fourteen days of receiving the additional information and amended application.

The decisions will be based on:

- **Available funding**
 - **SIG funds**
 - **Federal, state, and local funds**
 - **Other funds**
- **Human resources capacity**
 - **Availability of trained principals**

- Availability of trained and highly-effective teachers
- Availability of support staff
- Availability of LEA/district-level staff to support the interventions
- Outside resources
 - Funding sources
 - Professional development
 - Other services as determined by the needs analysis
- Parent and community support
- Direct services provided by the SEA and others

D. DESCRIPTIVE INFORMATION

(1) Describe the SEA’s process and timeline for approving LEA/District Applications.

The Department will provide technical assistance to LEAs/districts with Tier I, Tier II, and Tier III schools during February and March 2010. The Department will help LEAs/districts become familiar with the draft LEA/District Application, the provisions of the Interim Final Regulations, and the support that will be available from the Department during the planning, development, and implementation of the interventions and improvement activities.

Timeline for the SIG application process:

Please note: The Department expects the LEAs/districts to begin the implementation of interventions and improvement activities during the 2010-2011 school year.

March 1-May 7, 2010:

- **The Department will release the projected list of Tier I, II, and III schools to the LEAs/districts.**
- **LEAs/districts conduct a thorough needs analysis of each of the Tier I, Tier II, and Tier III schools it intends to commit to serve.**
- **LEAs/districts collect necessary data, involve stakeholders, and begin developing LEA/District Applications based on the draft LEA/District Application.**
- **The Department collaborates with the LEAs/districts to assist in determining capacity and commitment to serve Tier I and Tier II schools.**
- **The Department will use information from collaboration with the LEAs/districts to help determine the allocation of funds to the participating LEAs/districts. (This step is intended to help make some preliminary estimates of how the funds can be distributed among the LEAs/Districts in “greatest need” with consideration to serving LEAs/Districts in several regions of the state and the funds that are available. Missouri believes that ongoing communication and support during the application planning as LEAs/Districts determine their commitment and capacity to serve schools is very important. Missouri also believes ongoing communication will expedite the process and reduce time consuming negotiation after the applications are evaluated.)**

Please note: LEAs/districts may accelerate the following timeline, and the Department will evaluate each complete application within a week of receiving it. Once an LEA/District Application has been approved, SIG funds will be made available within five days.

Upon receiving U.S. Dept. of Ed. approval of the SEA Application: (Projected date, April 2, 2010)

- **The final application will be distributed to the LEAs/districts within one week. (Projected date, April 5, 2010)**
- **The LEAs/districts will have fifteen days to: (Projected date, April 20, 2010)**
 - **declare their commitment to serve schools,**
 - **submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school.**
- **LEAs/Districts attend a service/support provider meeting at the Department (Projected date, April 27, 2010)**
- **SEA will make service/support provider assignments (Projected date, April 30, 2010)**
- **LEAs/Districts will have forty-five days from the service/support provider assignment to submit preliminary content and may submit a final application. (Projected date, June 14, 2010)**
- **LEAs/Districts will have seventy-five days from the service/support provider assignment to complete and submit the final LEA/District Application. (Projected date, July 14, 2010)**
- **The Department Federal Instructional Improvement, Federal Grants Management, and Federal Discretionary Grant staff will screen the applications for completeness and organize the applications in preparation for the evaluation team review**
- **The Department will convene evaluation teams to review the applications. (Projected dates, July 15-16, 2010)**
- **The Department will consult with LEAs/districts to get additional information or amend the grant applications to ensure compliance with regulations. (Projected dates, July 19-July 20, 2010)**
- **The Department will make final determinations and approvals three days after the evaluation teams complete their review or applications needing questions answered or corrections made have been reviewed again. (Projected date, July 19-21, 2010)**
- **The Department will make funds available to approved LEAs/districts no later than July 23, 2010. Or five days after final approval of the LEA/District Application.**

(2) Describe the SEA's process for reviewing an LEA's/district's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's/district's School Improvement Grant if one or more Tier I or Tier II schools in the LEA/district are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The Department will use three elements of evaluation in order to determine if the LEAs/districts will continue to be funded. During and at the end of the first year of implementation of the selected interventions and improvement activities, fidelity to implementation will be weighted more heavily in the evaluation.

- **The first will be an evaluation of fidelity to the plans for implementation of improved processes and practices in the selected schools.**
- **The second will measure progress on the SIG leading indicators.**
- **The third will be progress toward meeting the AYP targets established in cooperation with the Department.**

Department staff and/or designated support team staff will meet quarterly with LEA/district-level staff and school principals responsible for the intervention and improvement activities. The LEA/district will provide documentation of implementation measures and leading indicator measures for each school served. Department staff and /or designated support team staff will make not less than one school visit each month to monitor implementation. The school visits will include classroom observations and staff, student, and parent interviews.

The Department's Federal Instructional Improvement and Accountability and Accreditation Sections will receive quarterly reports from the LEAs/districts and a report from the support team staff. These reports will document the schools' and the LEAs'/districts' progress toward implementation of the selected interventions and improvement activities. Data from quarterly measures of the required and LEA/district-identified leading indicators along with formative student assessment data will be reported also. Department staff will evaluate these formative reports to determine if the LEAs/districts and schools have demonstrated fidelity to implementation plans and/or inform the work of the support teams. Missouri believes that ongoing collaboration and support, frequent communication, observation, and reporting with timely constructive feedback will help ensure fidelity to implementation and permit timely changes in plans and activities in need of improvement.

At the end of each school year, the Department will receive a summative report from the LEAs/districts and a report from the support teams. The Department will evaluate strategy implementation fidelity and progress and the required and LEA/district-identified leading indicator data. Each school's state assessment data will also be reviewed.

At the end of the first year of implementation, the Department will base its decision on whether to renew an LEA's/district's SIG for one or more Tier I or Tier II schools on the Department's evaluation of implementation progress and fidelity to the implementation plan. The Department will consider the level of implementation of the plan's strategies, adherence to timelines, full funding of the strategies, LEA/district support, data systems in place and trained upon, policies and practices have been modified, ongoing professional

development is in place, and other strategies and activities. Measures of leading indicators and annual student achievement results will be evaluated. During and at the end of the first year of implementation of the selected interventions and improvement activities, fidelity to implementation will be weighted more heavily in the evaluation. If it is determined that the LEA/district has not substantially demonstrated its commitment to and progress on the implementation plan in one or more of its schools, SIG funding will not be renewed for the Tier I or Tier II school(s).

At the end of the second year, if a school or schools have not made progress on a majority of the leading indicators and have not met student achievement goals, the Department will conduct an in-depth evaluation of the processes and practices in the LEA/district and school(s) related to the improvement activities and interventions. The results of the evaluation will be used along with the leading indicator and achievement data to determine if the SIG grant will be renewed.

- (3) Describe the SEA's process for reviewing the goals an LEA/district establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's/district's School Improvement Grant if one or more Tier III schools in the LEA/district are not meeting those goals.

The Department will use three elements of evaluation in order to determine if the LEAs/districts will continue to be funded. Process and practice implementation measures will be weighted more heavily during the first year's evaluation period, and measures of leading indicators and assessment results will be weighted more heavily during years two and three.

Measures:

- **The first will be an evaluation of fidelity to the plans for implementation of improved processes and practices in the selected schools.**
- **The second will measure progress on leading indicators designed to measure improvement activities.**
- **The third will be progress toward meeting the AYP targets established in cooperation with the Department.**

At the end of the first year of implementation, the Department will base its decision on whether to renew an LEA's/district's SIG for one or more Tier III schools on the Department's evaluation of implementation progress and fidelity to the implementation plan. The Department will consider the level of implementation of the plan's strategies, adherence to timelines, full funding of the strategies, LEA/district support, data systems in place and trained upon, policies and practices have been modified, ongoing professional development is in place, and other strategies and activities. Measures of annual student achievement results will be evaluated. During and at the end of the first year of implementation of the selected improvement activities, fidelity to implementation will be weighted more heavily in the evaluation. If it is determined that the LEA/district has not

substantially demonstrated its commitment to and progress on the implementation plan in one or more of its Tier III schools, SIG funding will not be renewed for the school(s).

At the end of the second year, if a school or schools have not met student achievement goals, the Department will conduct an in-depth evaluation of the processes and practices in the LEA/district and school(s) related to the improvement activities. The results of the evaluation will be used along with the achievement data to determine if the SIG grant will be renewed.

- (4) Describe how the SEA will monitor each LEA/district that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA/district is approved to serve.

Department staff and /or designated support team staff will meet quarterly with LEA/district-level staff and school principals responsible for the intervention and improvement activities. The LEA/district will provide documentation of implementation measures and leading indicator measures for each school served. Department staff and /or designated support team staff will make not less than one school visit each month to monitor implementation. The school visits will include classroom observations and staff, student, and parent interviews.

Monitoring will include evaluation of:

- **The LEA/district and school fidelity to the implementation of the planned interventions and improvement activities**
- **Implementation measures and timelines**
- **Leading indicators as required by the SIG Regulations and those identified by the LEA/district and school**
- **Department Financial and Grants Management staff will monitor the budgetary aspects of the grant implementation quarterly**
- **Annually Department Financial and Grants Management and Federal Instructional Improvement Sections will monitor LEAs that are receiving SIG funds using selected parts of the Department’s Self-Monitoring Checklist which can be found at: <http://dese.mo.gov/divimprove/fedprog/documents/MO5002336.pdf>. Areas**

monitored will include but not be limited to:

- **LEA/district and school improvement plans**
- **Obligation of funds**
- **Accounting requirements**
- **Staff paid with federal funds**
- **Supplement, not supplant**
- **Annual evaluation process**
- **Parent involvement**

- **Budgets and expenditure reports**

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

The Department will collaborate with each LEA/district that intends to serve Tier I and Tier II schools during the LEA/district Application planning process. Decisions will be based on:

- **Available funds**
- **The overall merits of the LEA/District Application**
- **The capacity of the LEA/district to serve the identified schools**
- **LEAs/districts will be ranked to determine greatest need by:**
 - **LEAs/Districts with Tier I and Tier II Schools**
 1. **Ranked by the number to Tier I schools in the LEA/District (This ranking is weighted by a factor of 1.5)**
 2. **Ranked by the number of Tier II schools in the LEA/District**
 3. **Ranked by the number of Tier I, Tier II, and Tier III schools the LEA/district commits to serve**
 4. **Ranked by the percent of the LEA's/District's students enrolled in Tier I, Tier II, and Tier III schools**
 5. **The number of Tier III schools in the lowest-achieving decile of achievement in the state,**
 6. **The ranks will be combined to determine greatest need**
 - **LEAs/Districts with Tier III schools only**
 1. **Ranked by the number of Tier III schools in LEA/district**
 2. **Ranked by the number of Tier III schools in the lowest-achieving decile in the State**
 3. **Ranked by the number of Tier III schools the LEA/district commits to serve**
 4. **Ranked by the percent of students enrolled in Tier III schools**
 5. **The ranks will be combined to determine greatest need among LEAs/districts with Tier III schools only.**

(6) Describe the criteria, if any, the SEA intends to use to prioritize among Tier III schools.

The Department will collaborate with each LEA/district that intends to serve Tier III schools during LEA/District Application planning process. Decisions will be based on:

- **Priority will be given to LEAs/districts that commit to serve schools eliminated from the Tier I and Tier II lists due to the “minimum n” of less than 30 waiver provisions.**
- **Priority will be given to LEAs/districts that commit to serve schools ranking in the lowest decile then the lowest quintile of achievement.**
- **Available funds**
- **The overall merits of the LEA/District Application**
- **The capacity of the LEA/district to serve the identified schools**

- **The number of students affected by interventions and improvement activities**
- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The Department does not currently plan to take over schools.

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

With the permission of the participating LEAs/districts, the SEA will provide and arrange common training and ongoing support for the implementation of interventions and improvement efforts related to the requirements of the grant program. Support team staff, Department staff, LEA/district and school staff will participate in training specifically focused on school turnaround. These groups will collaboratively design and implement sustainable and portable processes and practices to assure a focused effort to improve the schools in most need.

The LEA/District Application provides the opportunity for LEAs/districts to approve direct services to be arranged for and/or provided by the State.

The Department will seek outside partners and/or build capacity within the Department to provide support to LEAs/Districts during the planning, application process, implementation, and evaluation of SIG activities. Scope of work for the Department and its partner(s) may include but not be limited to:

- **Advising/consulting with the Department on selecting data to provide meaningful feedback to LEAs and schools**
- **Performing a needs analysis of the district and school to assist in**
 - **coordinating with all involved stakeholders on the development of an intervention plan and its implementation; and**
 - **implementing a coherent, whole-school intervention model in partnership**
- **Developing a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.**
- **Providing frequent progress assessments and demonstrating an adaptability to changing program needs**
- **Demonstrating ongoing, significant progress while building district capacity to implement and sustain activities aligned with improving student outcomes**
- **Providing formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline**
- **Employing research-based strategies that provide an immediate and dramatic turnaround in student achievement**

- **Working with the LEA to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement and assistance in implementing intensive induction and mentoring support for teachers**
- **Promoting parental capacity to support student engagement, motivation, and learning within school, at home and in the community**
- **Working with the LEA to expand community support to garner human resources needed for reform**
- **Evaluating teacher and leader performance and outcomes and make staffing recommendations accordingly**
- **Recommending changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day and working with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.**
- **Providing comprehensive, coherent, manageable and integrated instructional and support programs.**
- **Recommending which existing programs are to be continued and which programs are to be eliminated.**
- **Recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**
- **Identifying and recommending supporting partners to address social, emotional and behavioral issues to provide a braided system of support... wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.**
- **Building capacity within the local school board to oversee and implement Missouri's Turnaround Model**
- **Building the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement Missouri's Turnaround Model**
- **Using data to identify and implement comprehensive, research-based, instructional programs that include:**
 - **development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;**
 - **other data-driven instructional systems and strategies.**

E. ASSURANCES

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

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

- ✓ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ✓ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school 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 SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ✓ Monitor each LEA'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 RESERVATIONS

The Department will use the SEA reservations to fund:

- collaborative Department/LEA/district planning activities,
- Department support for LEAs/districts as they develop their applications, and
- Department support for LEAs/districts as they implement the selected interventions and improvement activities
- Department monitoring and evaluation of LEA/district SIG activities
- Department administrative activities related to the SIG program

In addition the Department will seek outside partners and/or build capacity within the Department to provide support to LEAs/Districts during the planning, application process, implementation, and evaluation of SIG activities. Scope of work for the Department and its partner(s) may include but not be limited to:

- Advising/consulting with the Department on selecting data to provide meaningful feedback to LEAs and schools
- Performing a needs analysis of the district and school to assist in
 - coordinating with all involved stakeholders on the development of an intervention plan and its implementation; and
 - implementing a coherent, whole-school intervention model in partnership
- Developing a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.
- Providing frequent progress assessments and demonstrating an adaptability to changing program needs
- Demonstrating ongoing, significant progress while building district capacity to implement and sustain activities aligned with improving student outcomes
- Providing formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline
- Employing research-based strategies that provide an immediate and dramatic turnaround in student achievement
- Working with the LEA to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement and assistance in implementing intensive induction and mentoring support for teachers
- Promoting parental capacity to support student engagement, motivation, and learning within school, at home and in the community
- Working with the LEA to expand community support to garner human resources needed for reform
- Evaluating teacher and leader performance and outcomes and make staffing recommendations accordingly
- Recommending changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day and working with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
- Providing comprehensive, coherent, manageable and integrated instructional and support programs.

- **Recommending which existing programs are to be continued and which programs are to be eliminated.**
- **Recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.**
- **Identifying and recommending supporting partners to address social, emotional and behavioral issues to provide a braided system of support... wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.**
- **Building capacity within the local school board to oversee and implement Missouri's Turnaround Model**
- **Building the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement Missouri's Turnaround Model**
- **Using data to identify and implement comprehensive, research-based, instructional programs that include:**
 - **development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;**
 - **other data-driven instructional systems and strategies.**

G. CONSULTATION WITH STAKEHOLDERS

CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ✓ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- ✓ The SEA has consulted with other relevant stakeholders, including: LEA Staff in the Kansas City and St. Louis Public School Districts.

H. WAIVERS

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.

Missouri 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.

LEA/District School Improvement Grant Application

Section 1003(g) of the Elementary and Secondary Education Act of 1965



Missouri Department of Elementary and Secondary Education

Box 480 Jefferson City, Missouri 65102

Application due:

July 14, 2010

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

**Missouri Department of Elementary and Secondary Education (The Department)
LEA/District School Improvement Grant Application
Directions and Guidance**

**School Improvement Grants under Section 1003(g) of the
Elementary and Secondary Education Act of 1965**

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must “award grants to States to enable the States to provide sub-grants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.” From a grant received pursuant to that provision, a State educational agency (SEA) must sub-grant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such sub-grants, an SEA must “give priority to the local educational agencies with the lowest-achieving schools that demonstrate — (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116.” The regulatory requirements expand upon these provisions, further defining LEAs with the “greatest need” for SIG funds and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State. (*Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, U.S. Dept. of Ed., January 20, 2010*)

The Department encourages grant applicants to review the regulations and guidance on the United States Department of Education web site at: <http://www2.ed.gov/programs/sif/applicant.html> and <http://www2.ed.gov/programs/sif/faq.html>.

Submit an original and three copies postmarked by July 14, 2010 to the following address:

Federal Instructional Improvement
Department of Elementary and Secondary Education
205 Jefferson Street, PO Box 480
Jefferson City, Missouri 65102-0480

Narratives must be typed, and restricted to 10-12 pt. font size. All sections of the application must be completed and submitted in section order. Documentation should follow the completed application. Documentation provided with the application must be clearly labeled with the section number it addresses and the district’s county district code in the upper right corner of each page.

DIRECTIONS

“Part II: LEA Requirements” of the Updated SEA School Improvement Grant Application requires The Department to develop an LEA/district application.

Final DRAFT

An SEA must develop an LEA/District Application form that it will use to make subgrants of school improvement funds to eligible LEAs/districts. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs/districts.

The information in the tables in the application form is copied directly from Part II of the SEA application. The requirements for each section are in these tables. As stated above, The Missouri Department of Elementary and Secondary Education (the Department) may ask for “other information that it deems necessary in order to award school improvement funds...” Unless otherwise directed, the LEA/District will complete the application by providing information and documentation required in the “LEA/District Response” under parts B, Descriptive Information and C, Budget Information. Documents should be created and organized as outlined in the application and attached to the application when it is submitted to the Department.

Suggestions for preparing to complete the LEA/District School Improvement Grant Application:

Before starting the grant preparation process, the LEA/district should refer to the information in Appendices A-E to help determine the level of detail required in the LEA/District Application.

Directions:

LEA/District Program and Contact Information: Provide the name and contact information for the LEA/District's board-authorized federal programs representative and the School Improvement Grant contact person. Send a copy of this page to the Federal Instructional Improvement Section at the Department as soon as the LEA/District begins the planning process. Keep the Department informed if the information changes.

Section A: Schools to be Served: The Department will provide the LEAs/districts with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which interventions it plans to implement.

Section B: Descriptive Information: The LEA/district will provide information in Section B that details its plans for serving schools in Tiers I, II, and III. The information should be in enough detail for the grant evaluators to determine how the LEA/district has made decisions and how it plans to implement interventions and improvement activities in each school it commits to serve.

Section C: Budget: Budgets for LEA/district activities and school activities should be submitted with enough detail for the application evaluators to determine the direct alignment from the needs analysis, to the plans, and to the budget. Budgets are required to detail all available resources that will be used to operate the Tier I and II schools the LEA commits to serve, the LEA-level activities to support the interventions and improvement activities in Tier I, II, and III schools, and the improvement activities in Tier III schools.

Section D: Assurances: Check the boxes in this table to include the assurances in the application.

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

LEA/district approval for the Department to provide direct services: Section 1003 (g) permits SIG funds to be used for the SEA (the Department) to provide and arrange for direct services to the LEAs/districts and the schools. Examples of these services would include but not be limited to common training, coaching, mentoring and other services and activities that would support preparation of the LEA/District Application and the planning, implementation, and evaluation of the selected interventions and improvement activities in LEAs/districts and selected schools.

Signature: The Local Board of Education's authorized representative and superintendent (if not the authorized representative) are required to sign the grant application.

Timeline for the SIG application process:

Please note: The Department expects the LEAs/districts to begin the implementation of interventions and improvement activities during the 2010-2011 school year.

March 1-May 7, 2010:

- The Department will release the projected list of Tier I, II, and III schools to the LEAs/districts.
- LEAs/districts conduct a thorough needs analysis of each of the Tier I, Tier II, and Tier III schools it intends to commit to serve.
- LEAs/districts collect necessary data, involve stakeholders, and begin developing LEA/District Applications based on the draft LEA/District Application.
- The Department collaborates with the LEAs/districts to assist in determining capacity and commitment to serve Tier I and Tier II schools.
- The Department will use information from collaboration with the LEAs/districts to help determine the allocation of funds to the participating LEAs/districts. (This step is intended to help make some preliminary estimates of how the funds can be distributed among the LEAs/Districts in “greatest need” with consideration to serving LEAs/Districts in several regions of the state and the funds that are available. Missouri believes that ongoing communication and support during the application planning as LEAs/Districts determine their commitment and capacity to serve schools is very important. Missouri also believes ongoing communication will expedite the process and reduce time consuming negotiation after the applications are evaluated.)

Please note: LEAs/districts may accelerate the following timeline, and the Department will evaluate each complete application within a week of receiving it. Once an LEA/District Application has been approved, SIG funds will be made available within five days.

Upon receiving U.S. Dept. of Ed. approval of the SEA Application: (Projected date, April 2, 2010)

- The final application will be distributed to the LEAs/districts within one week. (Projected date, April 5, 2010)
- The LEAs/districts will have fifteen days to: (Projected date, April 20, 2010)
 - declare their commitment to serve schools,
 - submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school.
- LEAs/Districts attend a service/support provider meeting at the Department (Projected date, April 27, 2010)
- SEA will make service/support provider assignments (Projected date, April 30, 2010)
- LEAs/Districts will have forty-five days from the service/support provider assignment to submit preliminary content and may submit a final application. (Projected date, June 14, 2010)

- LEAs/Districts will have seventy-five days from the service/support provider assignment to complete and submit the final LEA/District Application. (Projected date, July 14, 2010)
- The Department Federal Instructional Improvement, Federal Grants Management, and Federal Discretionary Grant staff will screen the applications for completeness and organize the applications in preparation for the evaluation team review
- The Department will convene evaluation teams to review the applications. (Projected dates, July 15-16, 2010)
- The Department will consult with LEAs/districts to get additional information or amend the grant applications to ensure compliance with regulations. (Projected dates, July 19-July 20, 2010)
- The Department will make final determinations and approvals three days after the evaluation teams complete their review or applications needing questions answered or corrections made have been reviewed again. (Projected date, July 19-21, 2010)
- The Department will make funds available to approved LEAs/districts no later than July 23, 2010. Or five days after final approval of the LEA/District Application.

SIG Grant Monitoring and Annual Renewal

Department staff and/or designated support team staff will meet quarterly with LEA/district-level staff and school principals responsible for the intervention and improvement activities. The LEA/district will provide documentation of implementation measures and leading indicator measures for each school served. Department staff and /or designated support team staff will make not less than one school visit each month to monitor implementation. The school visits will include classroom observations and staff, student, and parent interviews.

The Department's Federal Instructional Improvement and Accountability and Accreditation Sections will receive quarterly reports from the LEAs/districts and a report from the support team staff. These reports will document the schools' and the LEAs'/districts' progress toward implementation of the selected interventions and improvement activities. Data from quarterly measures of the required and LEA/district-identified leading indicators along with formative student assessment data will be reported also. Department staff will evaluate these formative reports to determine if the LEAs/districts and schools have demonstrated fidelity to implementation plans and/or inform the work of the support teams. Missouri believes that ongoing collaboration and support, frequent communication, observation, and reporting with timely constructive feedback will help ensure fidelity to implementation and permit timely changes in plans and activities in need of improvement.

At the end of each school year, the Department will receive a summative report from the LEAs/districts and a report from the support teams. The Department will evaluate strategy implementation fidelity and progress and the required and LEA/district-identified leading indicator data. Each school's state assessment data will also be reviewed.

At the end of the first year of implementation, the Department will base its decision on whether to renew an LEA's/district's SIG for one or more Tier I or Tier II schools on the Department's evaluation of implementation progress and fidelity to the implementation plan. The Department will consider the level of implementation of the plan's strategies, adherence to timelines, full funding of the strategies, LEA/district support, data systems in place and trained upon, policies and practices have been modified, ongoing professional development is in place, and other strategies and activities. Measures of leading indicators and annual student achievement results will be evaluated. During and at the end of the first year of implementation of the selected interventions and improvement activities, fidelity to implementation will be weighted more heavily in the evaluation. If it is determined that the LEA/district has not substantially demonstrated its commitment to and progress on the implementation plan in one or more of its schools, SIG funding will not be renewed for the Tier I or Tier II school(s).

At the end of the second year, if a school or schools have not made progress on a majority of the leading indicators and have not met student achievement goals, the Department will conduct an in-depth evaluation of the processes and practices in the LEA/district and school(s) related to the improvement activities and interventions. The results of the evaluation will be used along with the leading indicator and achievement data to determine if the SIG grant will be renewed.

**LEA/District School Improvement Grant Application
Title I, Section 1003 (g) of ESEA**

DIRECTIONS

Mail the completed form to: Federal Instructional Improvement, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Instructional Improvement: Phone: (573) 751-9437; Fax: (573) 522-1759; or e-mail to: webreplyimprfii@dese.mo.gov; Visit The Department's website at: dese.mo.gov

LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

THE DEPARTMENT'S APPROVAL

For Department use only.

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
			\$

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

An LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

(NOTE: The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.)

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

- (1) For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—
 - The LEA/district has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA/district has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's/district's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA/district is not applying to serve each Tier I school, the LEA/district must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA/district must describe actions it has taken, or will take, 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 its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA/district must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's/district's application.
- (5) The LEA/district must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA/district commits to serve, the LEA/district must identify the services the school will receive or the activities the school will implement.
- (7) The LEA/district must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA/district must consult with relevant stakeholders regarding the LEA's/district's application and implementation of school improvement models in its Tier I and Tier II schools.

B. DESCRIPTIVE INFORMATION: LEA/District Response—Attach narrative and documentation requested for each item below.

- (1) Demonstrate analysis of needs and capacity to implement selected interventions

1. Provide information that explains how your LEA/district has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve
 - a. discuss the most significant results of the needs analysis with supporting data
 - b. the methods used to gather the data.
 - c. list the selected intervention for each school
2. Provide the following information as it applies to LEA/district-level activities and individual school plans and activities:
 - a. A description of recent school improvement initiatives the LEA/district has implemented in its low-achieving schools and progress of and results from those initiatives
 - i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools
 - ii. There is evidence of LEA/district-level support
 - iii. There is evaluation data available
 - iv. The activities have or have not been successful
 - b. Plan details that explain how the LEA/district will implement the required and selected permissible activities of the selected intervention (s)
 - i. There is a detailed improvement plan for each school to implement the interventions and improvement activities
 - ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system. (See Appendix C for additional information.)
 - iii. The plan is based on improvement activities focused on the significant findings of the needs analysis
 - iv. Procedures are in place to evaluate the implementation of the strategies
 - v. The plan is based on improvement activities focused on the significant findings of the needs analysis
 - vi. Procedures are in place to evaluate the implementation of the strategies
 - vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented
 - viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented
 - c. How the LEA/district will support the interventions and improvement activities at the central office level
 - i. Planned LEA/district-level activities are listed
 - ii. Responsible staff are identified
 - iii. Staff responsibilities and expectations are listed

(2) If the LEA/district is not planning to serve all Tier I schools, please attach a list of the schools you do not plan to serve and explain why you have determined that your LEA/district does not have the capacity to serve those schools.

An LEA/district might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/district; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/district may not demonstrate that it

lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

(3) For each of the topics listed below, describe what actions the LEA/district will take to:

1. Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/district commits to serve;
 - a. There is a detailed LEA/district-level plan to implement the intervention(s) including:
 - i. Responsible staff members for each strategy
 - ii. Timelines for each strategy and action step
 - iii. Funding identified for each strategy
 - iv. Implementation progress measures for each strategy
 - v. LEA/district oversight and support
2. Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - a. LEA/district application process for external providers
 - i. Request for proposals
 - ii. Memorandum of understanding
 - iii. Provider contract
 - iv. Evaluation procedures
 - b. SEA has been part of the planning process for selecting external providers
 - i. Guidance on related laws and regulations has been provided
 - ii. If applicable, the SEA has cooperated in the planning for the selection process
3. Align other resources with the interventions;
 - a. The LEA/district has listed other resources that will support the interventions
 - i. Local, State and other Federal funding sources
 - ii. Higher Education partnerships
 - iii. Other educational resources
 - iv. Other community resources
 - v. The resources are selected to align with the findings of the needs analysis
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively
 - a. LEA/district policies and practices that have been or will be modified
 - b. Projected impact of those changes
5. Sustain the reforms after the funding period ends.
 - a. Thorough explanation of how the reforms will be sustained
 - i. LEA/district support
 - ii. Community Support
 - iii. SEA Support
 - b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve?

- a. The LEA/district timeline includes specific dates for implementation of all components of the selected intervention.
- b. The timeline is reasonable, achievable, and reflects urgency.
- c. Implementation and evaluation dates are included in the school improvement plans or attached documents

(5) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/district has established for each Tier I and Tier II school receiving School Improvement Grant funds?

- a. The LEA/district has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.
- b. Accurate and meaningful baseline data are provided
- c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time
- d. Targets have been set in consultation with the Department

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

- a. The LEA/district has specific strategies and action plans based on the needs assessment for each Tier III school that include:
 - i. Responsible staff members for each strategy
 - ii. Timelines for each strategy and action step
 - iii. Funding identified for each strategy
 - iv. Implementation progress measures for each strategy
 - v. Regularly scheduled evaluation for each strategy and action step
 - vi. LEA/district oversight and support

(7) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/district has established for each Tier III school receiving School Improvement Grant funds?

- a. The LEA/district has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.
- b. Accurate baseline data is provided
- c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time
- d. The LEA/district has collaborated with the SEA while setting the annual targets for student achievement

(8) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools. The stakeholder group represents:

- a. Students
- b. Staff
 - i. School Building
 - ii. LEA/district
- c. Parents

- d. Teacher organizations and/or unions
- e. Colleges and universities
- f. Community representatives
 - i. Local government and other public sector representatives
 - ii. Business community
 - iii. Other organizations
- g. Other relevant stakeholders

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

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

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

Note: An LEA's/district's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA/district commits to serve.

An LEA's/district's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

C. BUDGET: LEA/District Response

Use the LEA/District Budget Templates found in Appendix D to provide budgets that indicate the amount of school improvement funds and other resources the LEA/district will use each year that funding is available to—

1. Implement the selected model in each Tier I and Tier II school it commits to serve;
 - a. Current year's school budget (The year before interventions are implemented and supported by SIG funds
 - b. Detailed budget for each year of the period of SIG funds availability
2. Conduct LEA/district-level activities designed to support implementation of the selected school intervention models in the LEA's/district's Tier I and Tier II schools; and
3. Support school improvement activities, at the school and/or LEA/district level, for each Tier III school identified in the LEA's/district's application.

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

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: Missouri has requested waivers of requirements applicable to the LEA’s/district’s School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

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

- Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

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

LEA/district approval for The Department to provide direct services:

- The LEA/district approves The Department’s use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

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Appendix A

LEA/District Application Scoring Guide Outline

LEA/District Application Scoring Guide Outline

The application evaluation team and the Department will use this scoring guide to determine the merits of the LEA/district application. The applications will be evaluated based on the elements listed in the bordered tables in this document. A Scoring Form is also found in this document. The evaluation of the applications, “greatest need” calculations, and the availability of funds will all help determine the final allocations to LEAs/districts. LEAs/districts should use this document to inform the planning for and development of the LEA/District Application.

A. List of Schools to be Served: (The Department will create a list of schools eligible and the LEA/district will mark the schools to be served and the selected interventions.)

B. Descriptive Information

(1) For each Tier I and Tier II school that the LEA/district commits to serve, the LEA/district must demonstrate that—

1. The LEA/district has analyzed the needs of each school and selected an intervention for each school.

The needs analysis is thorough and includes evaluation of:

- Student Performance
- Curriculum Development and Learning Management
- Professional Development
- Safe, Secure, and Engaging Environment
- Parent and Community Involvement
- Information Technology and Data Management
- Human Resources
- Leadership and Governance
- Fiscal and Budget

The LEA/district has identified the most significant results of the needs analysis and the data submitted supports those decisions.

The LEA/district used appropriate methods to gather and analyze the needs analysis data.

The selected intervention reflects the findings of the needs analysis

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

The LEA’s/district has provided the following information:

- A description of recent school improvement initiatives the LEA’s/district has implemented in its low-achieving schools and progress of and results from those initiatives
 - The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools

- There is evidence of LEA/district-level support
- There is evaluation data available
- The activities have or have not been successful
- Plan details that explain how the LEA/district will implement the required and permissible activities of the selected intervention(s)
 - There is a detailed improvement plan for each school to implement the interventions and improvement activities
 - The plan is written in a format consistent with the requirements of Missouri’s planning, budget, and reporting system. (See Appendix C for additional information.)
 - The Department’s identified planning goals and, if applicable, LEA/district defined goal(s)
 - **Goal 1—Student Performance:** Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
 - **Goal 2—Highly Qualified Staff:** Recruit, attract, develop, and retain highly effective staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
 - **Goal 3—Facilities, Support, and Instructional Resources:** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
 - **Goal 4—Parent and Community Involvement:** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
 - **Goal 5—Governance and Leadership:** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.
 - Measurable Objectives
 - Progress measures identified each year for the next three-five years
 - Measures used to evaluate annual progress
 - Strategies
 - Responsible staff
 - Implementation timeline
 - Funding sources
 - Related plans and resources
 - Action steps
 - Responsible staff
 - Implementation timeline
 - The plan is based on improvement activities focused on the significant findings of the needs analysis
 - Procedures are in place to evaluate the implementation of the strategies
 - The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented
 - The plans indicate that appropriate permissible activities of the selected interventions will be implemented
- How the LEA/district will support the interventions and improvement activities at the LEA/district level
 - Responsible staff are identified
 - Staff responsibilities and expectations are listed
 - Planned LEA/district-level activities are listed

- (2) If the LEA/district is not applying to serve each Tier I school, the LEA/district must explain why it lacks capacity to serve each Tier I school.

The LEA/district has listed each Tier I school that it **will not** serve and has explained why it lacks the capacity to serve the school (s):

(This section will be completed and evaluated in collaboration with the Department. The Department will evaluate the LEA's/district's lack of capacity based on documentation and consultation with the LEA/district. The guidance below will be used to determine if the LEA's/district's claim is valid.

During the application process, these LEAs/districts will declare their commitment to serve schools and submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school. If the LEA/district does not commit to serve each identified Tier I school, it will also submit documents to support the decision not to serve each Tier I school. Department staff (Federal Instructional Improvement, Federal Financial Management, School Finance, and School Accountability and Accreditation Sections) will review the documentation to determine if the claim is valid. Decisions will be based on the factors listed in the SEA SIG Application. Also, the Federal Instructional Improvement Section will provide and/or arrange for ongoing communication, support and technical assistance during the application period. Missouri believes that this collaboration will help determine each LEA's/district's capacity to serve Tier I schools as the LEA/District Application is prepared.

If the LEA/district does not provide adequate documentation during the application preparation period or the Department determines that the LEA/district has more capacity, the LEA/district will be required to submit additional information to support the claim. If the claim of lack of capacity cannot be supported by the LEA/district documentation or the Department decides that the claim is not valid, the LEA/District Application will be denied. The LEA/district will have fourteen days after the decision is made to provide additional information and amend the application. The Department will make the final decision within fourteen days of receiving the additional information and amended application.)

The decisions will be based on:

- Available funding
 - SIG funds
 - Federal, state, and local funds
 - Other funds
- Human resources capacity
 - Availability of trained principals
 - Availability of trained and highly-effective teachers
 - Availability of support staff
 - Availability of LEA/district-level staff to support the interventions
- Outside resources

- Funding sources
- Professional development
- Other services as determined by the needs analysis
- Parent and community support
- Direct services provided by the SEA and others

An LEA/district might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/district; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

- (3) The LEA/district must describe actions it has taken, or will take, 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 its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.

This section evaluates the LEA/district implementation plan and actions.

If any component of Section (3) LEA/District Implementation Plan and Actions (implementation plan, selecting external providers (if applicable), align other resources, modify policies and practices, and sustain reforms after the funding period) is not determined to be adequate, the standard for this section cannot be considered met.

The LEA/district has designed interventions consistent with the final requirements.

- There is a detailed plan to implement the intervention(s) including: (The evaluation team will consider how this plan is aligned with all parts of the LEA/District Application (e.g. Needs Analysis, Timelines, Annual Goals, Budgets). If clear alignment cannot be determined, the plan will not meet the standard.)
 - Responsible staff members for each strategy
 - Implementation
 - Evaluation
 - Timelines for each strategy and action step
 - Timelines are reasonable and specific
 - Timelines reflect urgency
 - Funding identified for each strategy
 - Written budgets support each strategy
 - Funding is adequate to support implementation
 - Implementation progress measures for each strategy
 - A review schedule is in place to measure implementation of each strategy
 - Reviewer identified
 - Review periods identified (weekly, monthly, quarterly, etc.) and

- reasonable
 - Review metrics are identified and appropriate for the strategy
 - LEA/district oversight and support
 - The LEA/district governance structure will include a Turnaround Officer
 - Reports directly to the Superintendent
 - Oversees and/or coordinates all strategies of the LEA/District Implementation Plan
 - Served schools report directly to the Turnaround Officer
 - The LEA/district has system capable of collecting and reporting formative and summative data
 - The LEA/district will permit autonomies as possible (e.g. personnel decisions, compensation and incentive systems, budget authority, program design, professional development, calendar and daily schedule)

If applicable, screen, select, and insure the quality of external providers

- LEA/district application process for external providers
 - Request for proposals (RFP)
 - Application process and timeline
 - Description of performance contract
 - Progress and outcome measures
 - Evaluation methods
 - Reporting procedures
 - Length of partnership
 - Assignment of responsibility for operational services (e.g., capital expenditures, IT infrastructure, maintenance, food services, transportation)
 - Define needs
 - State/LEA Turnaround strategy
 - Schools to be served
 - Achievement and demographic data for the LEA and schools
 - Vision of intervention during the funding period and beyond
 - Attract a pool of providers
 - Applicant criteria
 - Provider turnaround capacity, experience, and successes
 - Role of provider defined
 - Role of LEA defined
 - Provider authorities and accountability
 - Funding strategy
 - Evaluate and select providers
 - Evaluation rubric
 - Evaluation and decision timeline
 - Criteria for agreement termination by the LEA or provider
 - Memorandum of understanding (MOU)
 - Final performance contract
 - Specific roles and responsibilities
 - Legal issues
 - Provider contract
 - Evaluation procedures (as described in the RFP and/or MOU)
- SEA has been part of the planning process for selecting external providers

- Guidance on related laws and regulations has been provided
- If applicable, the SEA has cooperated in the planning for the selection process

Align other resources with the interventions

- The LEA/district has listed other resources that will support the interventions
 - Local, State and other Federal funding sources
 - Higher Education partnerships
 - Other educational resources
 - Other community resources
- The resources are selected to align with the findings of the needs analysis

Modify LEA/district practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

- LEA/district policies and practices that have been or will be modified
- Projected impact of those changes

Sustain the reforms after the funding period ends

- Thorough explanation of how the reforms will be sustained
 - LEA/district support
 - Community Support
 - SEA Support
- Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts

- (4) The LEA/district must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's/district's application.

The LEA/district timeline includes specific dates for implementation of all components of the selected intervention.

- The timeline is reasonable, achievable, and reflects urgency.
- Implementation and evaluation dates are included in the school improvement plans or attached documents

- (5) The LEA/district must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

The LEA/district has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.

- Accurate and meaningful baseline data are provided
- Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time
- Targets have been set in consultation with the Department

- (6) For each Tier III school the LEA/district commits to serve, the LEA/district must identify the services the school will receive or the activities the school will implement.

The LEA/district has specific strategies and action plans based on the needs assessment for each Tier III school that include:

- Responsible staff members for each strategy
- Timelines for each strategy and action step
- Funding identified for each strategy
- Implementation progress measures for each strategy
- Regularly scheduled evaluation for each strategy and action step
- LEA/district oversight and support

The Department's Federal Instructional Improvement (FII) Staff and Federal Grants Management (FGM) Staff currently use the Department's planning and grants online application to gather, review, and approve required LEA/District and School Improvement Plans and budgets. FII and FGM Staff will use the current approval process to review and approve the goals for Tier III schools.

- (7) The LEA/district must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

The LEA/district has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.

- Accurate baseline data is provided
- Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time
- The LEA/district has collaborated with the SEA while setting the annual targets for student achievement

- (8) As appropriate, the LEA/district must consult with relevant stakeholders regarding the LEA's/district's application and implementation of school improvement models in its Tier I and Tier II schools.

The LEA/district has provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools

- Students
- Staff
 - Building
 - LEA/district
- Parents
- Teacher organizations and/or unions
- Colleges and universities

- Community representatives
 - Local government and other public sector representatives
 - Business community
 - Other organizations
- Other relevant stakeholders

C. Budget

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

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

The LEA/district has submitted:

- complete budgets for each Tier I and Tier II school it commits to serve with references to specific activities funded by the grant for each year of the funding period.
 - Current year's detailed school budget (The year before interventions are implemented and supported by SIG funds)
 - Detailed budget for each year of the period of SIG funds availability
- a budget for improvement activities funded by the grant in each Tier III school it commits to serve.
- a budget to support LEA/district-level school improvement activities to support Tier I, Tier II, and Tier III schools.
- budgets reflect funding of strategies in the plans for each school and the LEA/district that describe the implementation of the selected intervention and improvement activities

D. Assurances checked?

Comments:

E. Waivers checked or explanation of why waivers will not be implemented in each school the district intends to serve. (SEA will apply for waivers)

Comments:

LEA/district approval for the Department to provide direct services?

Comments:

Signature (s) and dates?

Comments:

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Appendix B

FAQs

Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965,

The following is from: *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*, U.S. Department of Education, Office of Elementary and Secondary Education, January 20, 2010 Access the complete document at: <http://www2.ed.gov/programs/sif/faq.html>.

H. LEA/DISTRICT REQUIREMENTS

H-1. Which LEAs may apply for a SIG grant?

An LEA that receives Title I, Part A funds and that has one or more Tier I, Tier II, or Tier III schools may apply for a SIG grant. See section II.A.1 of the final requirements. Note that an LEA that is in improvement but that does not have any Tier I, Tier II, or Tier III schools is not eligible to receive SIG funds.

H-2. May an educational service agency apply for a SIG grant on behalf of one or more LEAs?

Only LEAs are eligible to apply to an SEA for a SIG grant. An educational service agency (ESA) may apply for a SIG grant on behalf of one or more LEAs if the ESA is itself an LEA under the definition in section 9101(26) of the ESEA and each LEA for whom the ESA is applying receives Title I, Part A funds and has at least one Tier I, Tier II, or Tier III school. Moreover, the ESA must have the authority and capability to implement the whole-school intervention models required in the final requirements in Tier I and Tier II schools in the LEAs for which it applies to serve.

H-3. Must an LEA that previously submitted an approved SIG application that is eligible for renewal submit a new application for FY 2009 funds?

Yes. Any LEA seeking SIG funds appropriated for FY 2009 or any subsequent year must submit a new application that meets the final requirements. Accordingly, the timeline for renewal will start anew with the approval of an LEA's application for FY 2009 funds (*i.e.*, the 2010–2011 school year will be the first year of the grant, which may be renewed for the 2011–2012 and 2012–2013 school years).

H-4. What must an LEA include in its application to the SEA for SIG funds?

In addition to any other information that the SEA may require, the LEA must:

- (1) Identify the Tier I, Tier II, and Tier III schools the LEA commits to serve;
- (2) Identify the school intervention model the LEA will implement in each Tier I and Tier II school it commits to serve;
- (3) For each Tier I and Tier II school that the LEA commits to serve, demonstrate that the LEA--
 - a. Has analyzed the needs of each school and selected an intervention for each school.

- b. Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected;
- (4) If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school;
- (5) Describe actions it has taken, or will take, 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 its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends;
- (6) Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application;
- (7) Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive SIG funds;
- (8) For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement;
- (9) Describe the goals the LEA has established to hold accountable the Tier III schools it serves with SIG funds;
- (10) Include a budget indicating the amount of SIG funds the LEA will use to--
 - a. Implement the selected school intervention model in each Tier I and Tier II school it commits to serve;
 - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - c. Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application;
- (11) Consult with relevant stakeholders, as appropriate, regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools;
- (12) Include the required assurances; and
- (13) Indicate any waivers that the LEA will implement with respect to its SIG funds.

See generally sections II.A.2, II.A.4, and II.A.5 of the final requirements.

H-5. Must an LEA identify every Tier I, Tier II, and Tier III school located within the LEA in its application for SIG funds?

No, an LEA need not identify every Tier I, Tier II, and Tier III school located within the LEA in its application; the LEA need only identify the Tier I, Tier II, and Tier III schools that it commits to serve with SIG funds.

H-6. Must an LEA commit to serve every Tier I school located within the LEA?

An LEA that applies for a SIG grant must serve each of its Tier I schools—including both Tier I schools that are among the State’s persistently lowest-achieving schools and Tier I schools that are newly eligible to receive SIG funds that the SEA has identified as Tier I schools—using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. See section II.A.3 of the final requirements.

H-7. How might an LEA demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools?

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9). An LEA may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

H-8. Is an LEA obligated to serve its Tier II schools?

No. Each LEA retains the discretion to determine whether it will serve any or all of its Tier II schools. Moreover, although an LEA must serve all of its Tier I schools unless it lacks sufficient capacity to do so, an LEA has the choice to serve only a portion of its Tier II schools.

H-9. May an LEA take into account whether it will serve one or more of its Tier II schools in determining its capacity to serve its Tier I schools?

Yes. An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to expend its capacity to serve all of its Tier I schools before serving any Tier II schools. See section II.A.3 of the final requirements.

H-10. May an LEA commit to serving only its Tier II schools?

Yes. Even an LEA that has one or more Tier I schools may commit to serving only its Tier II schools. In particular, an LEA that has one or more Tier I schools may commit to serving only its Tier II schools if serving those schools will result in a lack of capacity to serve any Tier I schools (see H-9).

H-11. May an LEA commit to serving only its Tier III schools?

Only an LEA that has no Tier I schools may commit to serving only Tier III schools. See section II.A.7 of the final requirements. This means that an LEA that has Tier II schools, but no Tier I schools, may commit to serve only its Tier III schools. Note, however, that in awarding SIG funds, an SEA must give priority to an LEA that commits to serve Tier I or Tier II schools over an LEA that commits to serve only Tier III schools (see I-7).

H-12. May an LEA commit to serving only a portion of its Tier III schools?

Yes. Just as an LEA has discretion with respect to whether it will serve any Tier II schools and, if so, which ones, an LEA retains discretion with respect to whether it will serve its Tier III schools and, if so, whether it will serve all, only a portion, or any of those schools. Although the final requirements do not impose any restrictions with respect to which Tier III schools an LEA may choose to serve, an SEA may impose requirements that distinguish among Tier III schools (see I-11). An LEA should review its SEA’s requirements carefully before determining which, if any, Tier III schools it will commit to serve in its application.

H-13. How do the requirements and limitations described in H-6 through H-12 work together to guide an LEA’s determination of which schools it must commit to serve with SIG funds?

The following chart summarizes how the requirements and limitations described in H-6 through H-12 work together to guide an LEA’s determination of which schools it must commit to serve with SIG funds:

If an LEA has one or more . . .	In order to get SIG funds, the LEA <u>must</u> commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school ¹
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school OR at least one Tier II school ¹
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve

¹ The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

H-14. If an LEA wishes to serve a Tier III school, must it provide SIG funds directly to the school?

No. An LEA may “serve” a Tier III school by providing services that provide a direct benefit to the school. Accordingly, a Tier III school that an LEA commits to serve must receive some tangible benefit from the LEA’s use of SIG funds, the value of which can be determined by the LEA, but the school need not actually receive SIG funds. For example, an LEA might use a portion of its SIG funds at the district level to hire an outside expert to help Tier III schools examine their achievement data and determine what school improvement activities to provide based on that data analysis. Similarly, an LEA might provide professional development at the district level to all or a subset of its Tier III schools.

H-15. Are there any particular school improvement strategies that an LEA must implement in its Tier III schools?

No. An LEA has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. Of course, the strategies the LEA selects should be research-based and designed to address the particular needs of the Tier III schools.

H-16. May an LEA use SIG funds to continue to implement school improvement strategies that do not meet the requirements of one of the four models but that have helped improve achievement in the LEA?

Yes. An LEA may use SIG funds for these activities in Tier III schools or may add them to the school intervention models in Tier I or Tier II schools, to the extent they are consistent with the requirements of those models. The LEA may also use other sources of funds, such as school improvement funds it receives under section 1003(a) of the ESEA or under Title I, Part A, for these other strategies.

H-17. May an LEA implement several of the school intervention models among the Tier I and Tier II schools it commits to serve?

Generally, yes. An LEA may use whatever mix of school intervention models it determines is appropriate. However, if an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools (see H-21).

H-18. How can an LEA demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits

to serve in order to implement fully and effectively one of the four school intervention models?

An LEA can demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve by addressing a number of matters. For example, the LEA might emphasize the credentials of staff who have the capability to implement one of the school intervention models. The LEA might also indicate its ability to recruit new principals to implement the turnaround and transformation models or the availability of CMOs and EMOs it could enlist to implement the restart model. The LEA might also indicate the support of its teachers' union with respect to the staffing and teacher evaluation requirements in the turnaround and transformation models, the commitment of its school board to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in schools to be served. In addition, the LEA should indicate through the timeline required in its application that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2010–2011 school year.

H-19. How can an LEA use “external providers” to turn around its persistently lowest-achieving schools?

The most specific way an LEA can use “external providers” is to contract with a charter school operator, a CMO, or an EMO to implement the restart model in a Tier I or Tier II school. The LEA might also contract with a turnaround organization to assist it in implementing the turnaround model. The LEA might also use external providers to provide technical expertise in implementing a variety of components of the school intervention models, such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional, and health needs.

H-20. What are examples of “other resources” an LEA might align with the interventions it commits to implement using SIG funds?

An LEA might use a number of other resources, in addition to its SIG funds, to implement the school intervention models in the final requirements. For example, an LEA might use school improvement funds it receives under section 1003(a) of the ESEA or Title I, Part A funds it received under the ARRA. The LEA might also use its general Title I, Part A funds as well as funds it receives under other ESEA authorities, such as Title II, Part A, which it could use for recruiting high-quality teachers, or Title III, Part A, which it could use to improve the English proficiency of LEP students.

H-21. What is the cap on the number of schools in which an LEA may implement the transformation model and to which LEAs does it apply?

An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools,

would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. This limitation applies irrespective of whether the Tier I or Tier II schools an LEA applies to serve are among the State's persistently lowest-achieving schools or whether they are newly eligible schools identified as Tier I or Tier II schools at the State's option.

H-22. If an LEA lacks capacity to implement any of the four interventions in all of its Tier I schools, may it apply for SIG funds to provide other services to some of its Tier I schools?

No. The only services an LEA may provide to a Tier I school using SIG funds are services entailed in the implementation of one of the four interventions described in the final requirements (*i.e.*, turnaround model, restart model, school closure, or transformation model). If an LEA lacks capacity to implement one of those models in some or all of its Tier I schools, the LEA may not use any SIG funds in those schools. See section II.A.3 of the final requirements.

H-23. May an LEA use SIG funds to serve a school that feeds into a Tier I, Tier II, or Tier III school, but is not itself a Tier I, Tier II, or Tier III school?

No. Only a school that is a Tier I, Tier II, or Tier III school may be served with SIG funds. See section II.A.1 of the final requirements.

H-24. What criteria must an LEA use to monitor each Tier I and Tier II school that receives SIG funds?

An LEA must monitor each Tier I and Tier II school that receives SIG funds to determine whether the school:

- (1) Is meeting annual goals established by the LEA for student achievement on the State's ESEA assessments in both reading/language arts and mathematics; and
- (2) Is making progress on the leading indicators described in the final requirements.

See section II.A.8 of the final requirements.

H-25. What are examples of the annual goals for student achievement that an LEA must establish for its Tier I and Tier II schools?

An LEA must establish annual goals for student achievement on the State's ESEA assessments in both reading/language arts and mathematics that it will use to monitor each Tier I and Tier II school that receives SIG funds. See section II.A.8 of the final requirements. Annual goals that an LEA could set might include making at least one year's progress in reading/language arts and mathematics; reducing the percentage of students who are non-proficient on the State's reading/language arts and mathematics assessments by 10 percent or more from the prior year; or meeting the goals the State establishes in its Race to the Top application.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as

required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

H-26. What are examples of the goals an LEA must establish to hold accountable the Tier III schools it serves with SIG funds?

An LEA must establish, and the SEA must approve, goals to hold accountable the Tier III schools it serves with SIG funds (see section II.C(a) of the final requirements), although the LEA has discretion in establishing those goals. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State's annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by the SEA.

H-27. What are the leading indicators that will be used to hold schools receiving SIG funds accountable?

The following metrics constitute the leading indicators for the SIG program:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

See section III.A of the final requirements.

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Appendix C

MISSOURI PLANNING, BUDGET, AND REPORTING SYSTEM

GOALS, OBJECTIVES, STRATEGIES, and ACTION STEPS

MISSOURI PLANNING, BUDGET, AND REPORTING SYSTEM

GOALS, OBJECTIVES, STRATEGIES, and ACTION STEPS

The Plans and Grants System was developed to enable school officials to directly connect funding streams with required plans and specific school improvement objectives. It will be a consistent, consolidated system for districts to submit required plans and grant applications. The following definitions will help LEAs/districts and the Department staff achieve consistency as the application is designed and implemented.

GOALS: For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of school districts that organize the plan into areas of responsibility and emphasis. These areas are common to many Comprehensive School Improvement Plans currently in place in districts around the state.

Student Performance

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/ District mission, goals, and objectives.

Facilities, Support, and Instructional Resources

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Governance and Leadership

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

OBJECTIVES: Objectives are specific targets that are identified and measured by quantifiable information. Objectives are tied directly to the goals of the organization. Long range objectives include specific performance measures to report annual progress toward achieving each objective.

STRATEGIES: Strategies explain how the objectives will be accomplished. Strategies identify programs and practices to be implemented, responsible persons, resources committed to the strategy, and timelines for implementation.

ACTION STEPS: Action steps divide the strategies into more specific responsibilities and activities necessary to implement the programs and practices described in the strategies. Action plans will also indicate responsible persons, resources, and timelines.

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Appendix D
Budget Templates

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LEA/District and School Budget Templates

LEA/District: _____ School: _____

County/District Code: _____ School Code: _____

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. The chart below is a suggested format. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction 1003 (g) SIG	
1251 Culturally Different Instruction(Title I)	
1251 Culturally Different Instruction(Title I) 1003 (g) SIG	
2100 Support Services - Pupils	
2100 Support Services – Pupils 1003 (g) SIG	
2210 Improvement of Instruction Services (Professional Development)	
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	
2620 Planning, Research, Development, and Evaluation Services	
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	
3000 Parent Involvement	
3000 Parent Involvement 1003 (g) SIG	
Other (Use Missouri Accounting manual codes)	
Administrative Costs	
Administrative Costs 1003 (g) SIG	

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Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school.

BUDGET								
Budget Year—20 ____	6100 Certificated Salares	6150 <u>Noncertificated</u> <u>Salaries</u>	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	Other	TOTAL
1100 Instruction								
1100 Instruction 1003 (g) SIG								
1251 Culturally Different Instruction(Title I)								
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils								
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)								
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG								
2620 Planning, Research, Development, and Evaluation Services								
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement								
3000 Parent Involvement 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)								
1003 (g) SIG Subtotal								
Grand Total								

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Appendix E

Application Scoring Form

Missouri Title I, Section 1003 (g) SIG Scoring Form

Enter the total number of points awarded for each section of the application at the bottom of each page and transfer to this page.

Department Screening

The LEA/district has submitted all required information and documentation, and the information and documentation meets the application requirements. (Applications missing required information and documentation will not be evaluated.) (yes/no) _____

Section A—Schools to be Served

1. The LEA/district has Tier I schools and has committed to serving at least one of those schools. (yes/no) _____

2. The LEA/district has only Tier III schools and has committed to serve at least one of those schools. (yes/no) _____

Section B—Descriptive Information

(1) 1 Needs Analysis of Tier I, Tier II, and Tier III schools (10 points possible) _____

(1) 2 Capacity to serve Tier I and Tier II Schools (40 points possible) _____

(2) LEA/district lack of capacity to serve Tier I or Tier II schools (Valid claim-yes/no) _____

(3) LEA/District implementation plan and actions for Tier I and Tier II schools (20 points possible) _____

(4) Tier I and/or II timeline (10 points possible) _____

(5) Tier I and/or Tier II annual goals (10 points possible) _____

(6) Tier III improvement activities (20 points possible) _____

(7) Tier III annual goals (10 points possible) _____

(8) Stakeholder involvement in Tier I, Tier II, and Tier III schools (10 points possible) _____

Section C—Budget (10 points possible) _____

Section D—Assurances (yes/no) _____

Section E—Waivers
LEA/district intends to implement all applicable waivers (yes/no) _____

If no, LEA/district has listed the schools in which waivers will be implemented (yes/no) _____

SEA Direct Services Approved (yes/no) _____

Signatures (yes/no) _____

Additional points for committing to serve Tier III schools eliminated from
Tier I or Tier II list due to “minimum n” of less than 30 _____ /10

LEAs/districts with Tier I and/or II, and III Schools, Total points Received _____/140

LEAs/districts with only Tier I and Tier II Schools, Total points Received _____/110

LEAs/districts with Tier III Schools only, Total points Received _____ /60

Determining “greatest need:”

LEAs/Districts with Tier I and Tier II Schools

1. Ranked by the number of Tier I schools in the LEA/district (This ranking is weighted by a factor of 1.5.),
2. Ranked by the number of Tier II schools in the LEA/district,
3. Ranked by the number of Tier I, Tier II, and Tier III schools the LEA/district commits to serve,
4. Ranked by the percent of the LEA’s/district’s students enrolled in Tier I, Tier II and Tier III schools,
5. The number of Tier III schools in the lowest-achieving decile of achievement in the state,
6. The ranks will be combined to determine greatest need.

Combined Rank _____

LEAs/Districts with Tier III schools only

1. Ranked by the number of Tier III schools in the lowest-achieving decile in the State,
2. Ranked by the number of Tier III schools in LEA/district,
3. Ranked by the number of Tier III schools the LEA/district commits to serve,
4. Ranked by the percent of students enrolled in Tier III schools,
5. The ranks will be combined to determine greatest need among LEAs/districts with Tier III schools only.

Combined Rank _____

SECTION A –BUILDINGS TO BE SERVED

SECTION A. – Scoring Guide **Yes or No**

The LEA/district has selected Tier I and/or Tier II schools to serve.	___ Yes ___ No ___ N/A
The LEA/district has selected Tier III schools to serve.	___ Yes ___ No ___ N/A

COMMENTS AND/OR SUGGESTIONS

Tier I and/or Tier II schools ___ Yes ___ No ___ N/A

Tier III schools ___ Yes ___ No ___ N/A

SECTION B—DESCRIPTIVE INFORMATION		
B (1) 1.—NEEDS ANALYSIS		10 POINTS POSSIBLE
Meets standards at a high level—8-10 points	Meets standards at an acceptable level—5-7 points	Partially meets or does not meet standards—0-4 points
<p>This section determines if the LEA’s/district’s needs analysis for each school it commits to serve meets the criteria.</p>		
<p>The needs analysis is thorough and includes evaluation of:</p> <ul style="list-style-type: none"> • Student Performance • Curriculum Development and Learning Management • Professional Development • Safe, Secure, and Engaging Environment • Parent and Community Involvement • Information Technology and Data Management • Human Resources • Leadership and Governance • Fiscal and Budget <p>The LEA/district has identified the most significant results of the needs analysis and the data submitted support those decisions.</p> <p>The LEA/district used a variety of appropriate methods to gather and analyze the needs analysis data.</p> <p>The selected intervention reflects the findings of the needs analysis</p>	<p>The needs analysis is thorough and includes evaluation of student performance and a majority of:</p> <ul style="list-style-type: none"> • Student Performance • Curriculum Development and Learning Management • Professional Development • Safe, Secure, and Engaging Environment • Parent and Community Involvement • Information Technology and Data Management • Human Resources • Leadership and Governance • Fiscal and Budget <p>The LEA/district has identified the most significant results of the needs analysis and the data submitted supports those decisions.</p> <p>The LEA/district used appropriate methods to gather and analyze the needs analysis data.</p> <p>The selected intervention reflects the findings of the needs analysis</p>	<p>The needs analysis is not thorough and/or does not include evaluation of a majority of:</p> <ul style="list-style-type: none"> • Student Performance • Curriculum Development and Learning Management • Professional Development • Safe, Secure, and Engaging Environment • Parent and Community Involvement • Information Technology and Data Management • Human Resources • Leadership and Governance • Fiscal and Budget <p>There is not adequate data, or the data does not adequately support the decisions made.</p> <p>The LEA/district did not use appropriate methods to gather and analyze the needs analysis data.</p> <p>The selected intervention does not reflect the findings of the needs analysis</p>
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/10 points possible

SECTION B—DESCRIPTIVE INFORMATION		
B.(1) 2.—CAPACITY TO SERVE TIER I AND TIER II SCHOOLS		40 POINTS POSSIBLE
Meets standards at a high level—32-40 points	Meets standards at an acceptable level—20-31 points	Partially meets or does not meet standards—0-19 points
Refer to B (1)2 in the Scoring Guide Outline for detailed expectations for the measures below. This section evaluates Tier I and Tier II school plans. Each component in the columns below have separate point values that should be considered as the total score is determined.		
<p>The LEA/district has successfully implemented turnaround initiatives in low-achieving schools and the school(s) made significant improvement. Those initiatives included activities required by SIG intervention models for Tier I and Tier II schools. (4-5 points)</p> <p>There is a written plan for each selected Tier I and Tier II school to implement one of the four required intervention models in each Tier I and Tier II school the LEA/district has committed to serve. The plan has all of the required components listed in the Scoring Guide Outline. The plan is detailed, objectives are clearly measurable, strategies are specific and detailed, and the plan, if fully implemented, will drive change. (12-15 points)</p> <p>Each plan is directly aligned with the findings of the needs analysis and progress measures reflect the findings of that analysis. (4-5 points)</p> <p>Written procedures are in place to evaluate the implementation of the plan and progress toward meeting the measurable objectives of the plan. (4-5 points)</p> <p>The plan explains in detail how all of the required and appropriate permissible activities of the selected intervention model will be implemented. (4-5 points)</p> <p>There is a plan for LEA-/district-level support for Tier I and Tier II schools that reflects the LEA’s/district’s strong commitment to lead improvement efforts. (4-5 points)</p>	<p>The LEA/district has implemented turnaround initiatives in low-achieving schools. Those initiatives included activities required by SIG intervention models for Tier I and Tier II schools. (2-3 points)</p> <p>There is a written plan for each selected Tier I and Tier II school to implement one of the four required intervention models in each Tier I and Tier II school the LEA/district has committed to serve. The plan has all of the required components listed in the Scoring Guide Outline. (8-12 points)</p> <p>Each plan is aligned with the findings of the needs analysis. (2-3 points)</p> <p>Written procedures are in place to evaluate the implementation and progress toward the measurable objectives of the plan. (2-3 points)</p> <p>The plan explains in detail how all of the required and appropriate permissible activities of intervention model will be implemented. (2-3 points)</p> <p>There is a plan for LEA-/district-level support for Tier I and Tier II schools that reflect only a moderate commitment to lead improvement efforts. (2-3 points)</p>	<p>The LEA/district has not implemented turnaround initiatives in low-achieving schools. or The LEA/district implemented turnaround initiatives that did not include activities listed in the SIG regulations. and/or The LEA/district has little or no evidence that improvement initiatives have led to improved student achievement. (0-3 points)</p> <p>Written plans for each selected Tier I and Tier II school lack detail and are missing some or all of the required components listed in the Scoring Guide Outline. (0-7 points)</p> <p>There is little or no alignment with the findings of the needs analysis. (0-3 points)</p> <p>The written procedures are not adequate to measure the implementation of the plan and progress toward the measurable objectives of the plan. (0-3 points)</p> <p>The plan does not detail how the required and appropriate permissible activities of intervention model will be implemented. (0-3 points)</p> <p>A plan for LEA-/district-level support for Tier I and Tier II schools is not detailed and does not reflect the responsibility of the LEA/district to lead improvement efforts. (0-3 points)</p>

COMMENTS AND/OR SUGGESTIONS (B (1) 2)

Score _____/40 points possible

SECTION B—DESCRIPTIVE INFORMATION**B. (2)—LEA/DISTRICT LACK OF CAPACITY TO SERVE TIER I AND/OR TIER II SCHOOLS****YES/NO**

The LEA/District Application will not be evaluated until the Department has determined that the claim of lack of capacity is valid.

The LEA/district has listed each Tier I school that it **will not** serve and has explained why it lacks the capacity to serve the school (s):

(This section will be completed and evaluated in collaboration with the Department. The Department will evaluate the LEA's/district's lack of capacity based on documentation and consultation with the LEA/district. The guidance below will be used to determine if the LEA's/district's claim is valid. During the application process, these LEAs/districts will declare their commitment to serve schools and submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school. If the LEA/district does not commit to serve each identified Tier I school, it will also submit documents to support the decision not to serve each Tier I school. Department staff (Federal Instructional Improvement, Federal Financial Management, School Finance, and School Accountability and Accreditation Sections) will review the documentation to determine if the claim is valid. Decisions will be based on the factors listed in the SEA SIG Application. Also, the Federal Instructional Improvement Section will provide and/or arrange for ongoing communication, support and technical assistance during the application period. Missouri believes that this collaboration will help determine each LEA's/district's capacity to serve Tier I schools as the LEA/District Application is prepared.

If the LEA/district does not provide adequate documentation during the application preparation period or the Department determines that the LEA/district has more capacity, the LEA/district will be required to submit additional information to support the claim. If the claim of lack of capacity cannot be supported by the LEA/district documentation or the Department decides that the claim is not valid, the LEA/District Application will be denied. The LEA/district will have fourteen days after the decision is made to provide additional information and amend the application. The Department will make the final decision within fourteen days of receiving the additional information and amended application.)

The decisions will be based on:

- Available funding
 - SIG funds
 - Federal, state, and local funds
 - Other funds
- Human resources capacity
 - Availability of trained principals
 - Availability of trained and highly-effective teachers
 - Availability of support staff
 - Availability of LEA/district-level staff to support the interventions
- Outside resources
 - Funding sources
 - Professional development
 - Other services as determined by the needs analysis
- Parent and community support
- Direct services provided by the SEA and others)

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- An LEA/district might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/district; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

COMMENTS AND/OR SUGGESTIONS

Claim is valid ____ Yes ____ No

SECTION B—DESCRIPTIVE INFORMATION		
B (3)—LEA/DISTRICT IMPLEMENTATION PLAN AND ACTIONS		20 POINTS POSSIBLE
Meets standards at a high level—16-20 points	Meets standards at an acceptable level—10-15 points	Partially meets or does not meet standards—0-9 points
<p>Refer to B (3) in the Scoring Guide Outline for detailed expectations for the measures below. This section scores the evaluation of the LEA/district-level plan.</p>		
<p>The LEA/district has:</p> <p>Designed interventions consistent with the final requirements.</p> <ul style="list-style-type: none"> There is a detailed plan to implement the intervention(s). The evaluation team will also consider how this plan is aligned with all parts of the LEA/District Application (e.g. Needs Analysis, Timelines, Annual Goals, Budgets). If clear alignment cannot be determined, the plan will not meet the standard. <p>Aligned other resources with the interventions.</p> <ul style="list-style-type: none"> The LEA/district has listed a wide variety of additional resources that will support the interventions. The resources directly align with the findings of the needs analysis and support the planned interventions and improvement activities. <p>Modified LEA/district practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.</p> <ul style="list-style-type: none"> LEA/district policies and practices have been modified LEA/district has projected impact of those changes <p>Thorough explanation of how the reforms will be sustained after the funding period</p> <ul style="list-style-type: none"> LEA/district support Community Support SEA Support <p>Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts</p> <hr/> <p>External provider selection: If applicable, screen, select, and insure the quality of external providers such as CMOs and EMOs to implement the restart intervention model</p> <ul style="list-style-type: none"> LEA/district application process for external providers is in place that includes the suggested components. SEA has been part of the planning process for selecting external providers. 	<p>The LEA/district has:</p> <p>Designed interventions consistent with the final requirements.</p> <ul style="list-style-type: none"> There is a plan to implement the intervention(s). The evaluation team will also consider how this plan is aligned with all parts of the LEA/District Application (e.g. Needs Analysis, Timelines, Annual Goals, Budgets). If clear alignment cannot be determined, the plan will not meet the standard. <p>Aligned other resources with the interventions</p> <ul style="list-style-type: none"> The LEA/district has listed resources that will support the interventions. The resources loosely align with the findings of the needs analysis and support the planned interventions and improvement activities. <p>Modified LEA/district practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively</p> <ul style="list-style-type: none"> LEA/district policies will be modified LEA/district has projected impact of those changes <p>Thorough explanation of how the reforms will be sustained after the funding period</p> <ul style="list-style-type: none"> LEA/district support Community Support SEA Support <p>Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts</p> <hr/> <p>External provider selection: If applicable, screen, select, and insure the quality of external providers such as CMOs and EMOs to implement the restart intervention model</p> <ul style="list-style-type: none"> LEA/district application process for external providers is in place and it includes a majority of the suggested components and can produce a legally binding agreement. 	<p>(If any one or more of the descriptors below are chosen, the LEA/District Implementation Plan and Actions Standard is not met.)</p> <p>The LEA/district has:</p> <p>Designed interventions consistent with the final requirements.</p> <ul style="list-style-type: none"> The plan lacks necessary detail to direct the implementation of the intervention(s). The evaluation team will also consider how this plan is aligned with all parts of the LEA/District Application (e.g. Needs Analysis, Timelines, Annual Goals, Budgets). If clear alignment cannot be determined, the plan will not meet the standard. <p>Aligned other resources with the interventions</p> <ul style="list-style-type: none"> The LEA/district has listed insufficient resources to support the interventions; <i>and/or</i> The LEA/district has listed sufficient resources but these resources do not align with the findings of the needs analysis nor support the planned interventions and improvement activities. <p>Modified LEA/district practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively</p> <ul style="list-style-type: none"> There are no plans or minimal plans in place to modify LEA/district policies and practices <p>Long range plans for sustainable processes and procedures after the funding period are not in place or lack necessary detail.</p> <hr/> <p>External provider selection: If applicable, screen, select, and insure the quality of external providers such as CMOs and EMOs to implement the restart intervention model</p> <ul style="list-style-type: none"> LEA/district does not have an application process for external providers or the plan is missing essential components and cannot lead to an acceptable agreement.

COMMENTS AND/OR SUGGESTIONS FOR B (3)

Score _____/20 points possible

SECTION B—DESCRIPTIVE INFORMATION

B (4) TIMELINE

10 POINTS POSSIBLE

Meets standards at a high level—8-10 points

Meets standards at an acceptable level—5-7 points

Partially meets or does not meet standards—0 points

The LEA/district timeline includes specific dates for implementation of each component of the selected interventions.

- The timelines are detailed, reasonable, achievable, and reflect urgency.
- Specific implementation and evaluation dates are included in the school and LEA/district plans or attached documents.

The LEA/district timeline identifies time periods for implementation of all components of the selected interventions.

- The timelines are reasonable, achievable, and reflect urgency.
- Implementation and evaluation periods are included in the school and LEA/district plans or attached documents.

The LEA/district timelines are not specific and/or do not include specific dates for implementation of all components of the selected interventions.

- The timelines are **not** reasonable or achievable, and/or do **not** reflect urgency.
- Implementation and evaluation dates are **not** included in the school and LEA/district plans or attached documents.

COMMENTS AND/OR SUGGESTIONS

Score _____/10 points possible

SECTION B—DESCRIPTIVE INFORMATION		
B (5). TIER I AND TIER II ANNUAL GOALS		10 POINTS POSSIBLE
Meets standards at a high level—8-10 points	Meets standards at an acceptable level—5-7 points	Partially meets or does not meet standards—0-4 points
<p>The LEA/district has set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Complete and precise baseline data are provided • Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>Targets have been set in consultation with the Department</p>	<p>The LEA/district has set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Meaningful baseline data are provided • Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>Targets have been set in consultation with the Department</p>	<p>The LEA/district has not set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Baseline data are not precise or meaningful • Targets will not lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>There is little or no evidence that targets have been set in consultation with the Department</p>
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/10 points possible

SECTION B—DESCRIPTIVE INFORMATION		
B (6). TIER III IMPROVEMENT ACTIVITIES		20 POINTS POSSIBLE
Meets standards at a high level—8-10 points	Meets standards at an acceptable level—5-7 points	Partially meets or does not meet standards—0-4 points
<p>The LEA’s/district’s plan is written in precise detail to clearly describe how the activities will be implemented, funded, and evaluated. The plan has specific strategies and action plans based on the needs assessment for each Tier III school that include:</p> <ul style="list-style-type: none"> • Responsible staff members for each strategy • Timelines for each strategy and action step • Funding identified for each strategy • Implementation progress measures for each strategy • Regularly scheduled evaluation for each strategy and action step • LEA/district oversight and support 	<p>The LEA’S/district’s plan is written in adequate detail to describe how the improvement activities will be implemented, funded, and evaluated. Additional detail would improve the plan. The plan has strategies and action plans based on the needs assessment for each Tier III school that include:</p> <ul style="list-style-type: none"> • Responsible staff members for each strategy • Timelines for each strategy and action step • Funding identified for each strategy • Implementation progress measures for each strategy • Regularly scheduled evaluation for each strategy and action step • LEA/district oversight and support 	<p>The LEA/district has strategies and action plans based on the needs assessment for each Tier III school that include:</p> <ul style="list-style-type: none"> • Responsible staff members for each strategy • Timelines for each strategy and action step • Funding identified for each strategy • Implementation progress measures for each strategy • Regularly scheduled evaluation for each strategy and action step • LEA/district oversight and support <p>However, the plan(s) lacks the detail necessary to determine how the activities will be implemented, funded, and/or evaluated.</p>
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/20 points possible

SECTION B—DESCRIPTIVE INFORMATION		
B (7)—TIER III ANNUAL GOALS		10 POINTS POSSIBLE
Meets standards at a high level—8-10 points	Meets standards at an acceptable level—5-7 points	Partially meets or does not meet standards—0-4 points
<p>The LEA/district has set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Complete and precise baseline data are provided • Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>Targets have been set in consultation with the Department</p>	<p>The LEA/district has set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Baseline data are provided • Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>Targets have been set in consultation with the Department</p>	<p>The LEA/district has not set specific annual targets for student achievement on the State’s assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate.</p> <ul style="list-style-type: none"> • Baseline data are not precise or meaningful • Targets will not lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time <p>There is little or no evidence that targets have been set in consultation with the Department</p>
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/10 points possible

SECTION B—DESCRIPTIVE INFORMATION		
B (8)—STAKEHOLDER INVOLVEMENT		10 POINTS POSSIBLE
Meets standards at a high level—8-10 points	Meets standards at an acceptable level—5-7 points	Partially meets or does not meet standards—0-4 points
<p>The LEA/district has provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools</p> <ul style="list-style-type: none"> • Students • Staff <ul style="list-style-type: none"> ○ Building ○ LEA/district • Parents • Teacher organizations and/or unions • Colleges and universities • Community representatives <ul style="list-style-type: none"> ○ Local government and other public sector representatives ○ Business community ○ Other organizations • Other stakeholders <p><i>There is considerable evidence that the LEA/district has involved or has planned to involve representatives of all groups on the list in a meaningful way.</i></p>	<p>The LEA/district has provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools</p> <ul style="list-style-type: none"> • Students • Staff <ul style="list-style-type: none"> ○ Building ○ LEA/district • Parents • Teacher organizations and/or unions • Colleges and universities • Community representatives <ul style="list-style-type: none"> ○ Local government and other public sector representatives ○ Business community ○ Other organizations • Other stakeholders <p><i>There is evidence that the LEA/district has involved or has planned to involve representatives of most of the groups on the list in a meaningful way.</i></p>	<p>The LEA/district has provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools</p> <ul style="list-style-type: none"> • Students • Staff <ul style="list-style-type: none"> ○ Building ○ LEA/district • Parents • Teacher organizations and/or unions • Colleges and universities • Community representatives <ul style="list-style-type: none"> ○ Local government and other public sector representatives ○ Business community ○ Other organizations • Other stakeholders <p><i>There is little or no evidence that the LEA/district has involved or has planned to involve representatives of most of the groups on the list in a meaningful way.</i></p>
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/10 points possible

SECTION C—BUDGETS		
C—BUDGETS		10 POINTS POSSIBLE
Meets standards at a high level—12-15 points	Meets standards at an acceptable level—9-11 points	Partially meets or does not meet standards—0-8 points
<p>The LEA/district has submitted:</p> <ul style="list-style-type: none"> • Complete budgets for each Tier I and Tier II school it commits to serve with references to specific activities funded by the grant for each year of the funding period. <ul style="list-style-type: none"> ○ Current year’s school budget (The year before interventions are implemented and supported by SIG funds) ○ Detailed budget for each year of the period of SIG funds availability • A budget for improvement activities funded by the grant in each Tier III school it commits to serve. • A budget to support LEA/district-level school improvement activities to support Tier I, Tier II, and Tier III schools. • Budgets reflect funding of strategies in the plans for each school and the LEA/district that describe the implementation of the selected intervention and improvement activities 	<p>The LEA/district has submitted:</p> <ul style="list-style-type: none"> • Complete budgets for each Tier I and Tier II school it commits to serve with references to specific activities funded by the grant for each year of the funding period. <ul style="list-style-type: none"> ○ Current year’s school budget (The year before interventions are implemented and supported by SIG funds) ○ Detailed budget for each year of the period of SIG funds availability • A budget for improvement activities funded by the grant in each Tier III school it commits to serve. • A budget to support LEA/district-level school improvement activities to support Tier I, Tier II, and Tier III schools. • Budgets reflect funding of strategies in the plans for each school and the LEA/district that describe the implementation of the selected intervention and improvement activities 	<p>The LEA/district has submitted:</p> <ul style="list-style-type: none"> • Complete budgets for each Tier I and Tier II school it commits to serve with references to specific activities funded by the grant for each year of the funding period. <ul style="list-style-type: none"> ○ Current year’s school budget (The year before interventions are implemented and supported by SIG funds) ○ Detailed budget for each year of the period of SIG funds availability • A budget for improvement activities funded by the grant in each Tier III school it commits to serve. • A budget to support LEA/district-level school improvement activities to support Tier I, Tier II, and Tier III schools. • Budgets reflect funding of strategies in the plans for each school and the LEA/district that describe the implementation of the selected intervention and improvement activities
<p>COMMENTS AND/OR SUGGESTIONS</p>		

Score _____/10 points possible

Missouri Tier I Schools

C/D Code	NCES ID	LEA	Sch Code	NCES ID	School
048078	2916400	Kansas City 33	5250	00866	Richardson Elem.
048905	2900016	Genesis School Inc.	1945	02746	Genesis School Inc.
048907	2900018	Urban Com. Leadership Academy	3915	02745	Urban Com. Leadership Academy
048911	2900011	B. Banneker Academy	6925	02750	B. Banneker Academy
096115	2931590	Wellston	1050	02203	Eskridge High School
096115	2931590	Wellston	4020	02201	Central Elementary
115115	2929280	St. Louis City	1830	02011	Vashon High School
115115	2929280	St. Louis City	3140	01922	Fanning Middle Community Ed.
115115	2929280	St. Louis City	3240	01957	Langston Middle
115115	2929280	St. Louis City	3280	01954	L'Ouverture Middle
115115	2929280	St. Louis City	3400	02066	Stevens Middle Community Ed.
115115	2929280	St. Louis City	4060	01877	Ashland Elem. And Br.
115115	2929280	St. Louis City	4420	02693	Columbia Elem. Comm. Ed. Center
115115	2929280	St. Louis City	4480	01916	Dunbar Elementary
115115	2929280	St. Louis City	4780	01937	Hamilton Elem. Community Ed.
115115	2929280	St. Louis City	5020	01950	Jefferson Elem.
115115	2929280	St. Louis City	5260	01968	Mann Elem.
115115	2929280	St. Louis City	5860	02000	Sigel Elem. Comm. Ed. Center
115115	2929280	St. Louis City	5960	02015	Walbridge Elem. Community Ed.
115904	155904	Ethel Hedgeman Lyle Academy	6920	23832	Ethel Hedgeman Lyle Academy
115905	2900577	Paideia Academy	6925	02854	College Hill Campus

Missouri Tier II Schools

C/D Code	NCES ID	LEA	Sch. Code	NCES ID	School
011082	2927060	St. Joseph	6000	02445	Colgan Alt. Resource Center
048072	2914340	Hickman Mills C-1	2070	00653	Ervin Jr. High
048072	2914340	Hickman Mills C-1	2075	00660	Smith-Hale Jr. High
048078	2916400	Kansas City 33	1200	00840	Central High
048078	2916400	Kansas City 33	1340	00860	Northeast High
048078	2916400	Kansas City 33	1580	00880	East High School
048078	2916400	Kansas City 33	1640	02796	Westport High
048078	2916400	Kansas City 33	3080	02496	K C Middle School Of The Arts
048902	2900029	Alta Vista Charter Sch.	1925	02741	Alta Vista Charter Sch.
078002	2913800	Hayti R-II	1050	00611	Hayti High
078012	2907470	Caruthersville 18	3000	01023	Caruthersville Middle
096088	2913830	Hazelwood	2100	00629	East Middle
096089	2912010	Ferguson-Florissant R-II	1060	02691	McCluer South-Berkeley High
096089	2912010	Ferguson-Florissant R-II	3000	00354	Berkeley Middle
096104	2916290	Jennings	2050	00767	Jennings Jr. High
096109	2922650	Normandy	1050	01248	Normandy High
096109	2922650	Normandy	3000	01244	Normandy Middle
096111	2926670	Riverview Gardens	1050	01586	Riverview Gardens Sr. High
096111	2926670	Riverview Gardens	3000	02539	R. G. Central Middle
096111	2926670	Riverview Gardens	4040	02687	Westview Middle
096115	2931590	Wellston	3000	01565	Bishop Middle School
115115	2929280	St. Louis City	1680	01994	Roosevelt High
115115	2929280	St. Louis City	1800	02009	Sumner High
115115	2929280	St. Louis City	1860	02013	Central Visual/Perf. Arts High
115115	2929280	St. Louis City	2080	02878	Yeatman-Liddell Prep. Jr. High
115115	2929280	St. Louis City	3070	00792	Carr Lane Vpa Middle
115115	2929280	St. Louis City	3110	00287	Bunche International Studies
115115	2929280	St. Louis City	3230	01585	Gateway Middle
115115	2929280	St. Louis City	3260	01960	Long Middle Community Ed. Center
115115	2929280	St. Louis City	3390	01927	Compton-Drew Ilc Middle
115901	2900583	Construction Careers Center	1910	02788	Construction Careers Center
115902	2900574	Lift For Life Academy	3910	02828	Lift For Life Academy

Missouri Tier III Schools

C/D Code	NCES ID	LEA	Sch. Code	NCES ID	School
001091	2916740	Kirksville R-III	4050	00917	Ray Miller Elem.
002097	2927570	Savannah R-III	4010	01688	Amazonia Elem.
004109	2930780	Van-Far R-I	4020	02125	Van-Far Elem.
005120	2931950	Wheaton R-III	4020	02236	Wheaton Elem.
005121	2928710	Southwest R-V	4020	01773	Southwest Elem.
005122	2911670	Exeter R-VI	4020	00426	Exeter Elem.
005123	2908170	Cassville R-IV	4030	02718	Cassville Intermediate
006101	2918510	Liberal R-II	4020	01002	Liberal Elem.
006104	2917850	Lamar R-I	4020	00952	Lamar Elem.
007124	2926310	Rich Hill R-IV	4020	01545	Rich Hill Elem.
007129	2906360	Butler R-V	4020	00157	Butler Elem.
008107	2931070	Warsaw R-IX	4040	02154	South Elem.
010090	2929700	Sturgeon R-V	3000	01392	Sturgeon Middle
010092	2913710	Harrisburg R-VIII	4020	00598	Harrisburg Elem.
010093	2901000	Columbia 93	1020	00281	Frederick Douglass High
010093	2901000	Columbia 93	4020	00313	Thomas Benton Elem.
010093	2901000	Columbia 93	4040	00298	Blue Ridge Elem.
010093	2901000	Columbia 93	4055	02665	Derby Ridge Elem.
010093	2901000	Columbia 93	4080	00302	Eugene Field Elem.
010093	2901000	Columbia 93	5040	00307	Parkade Elem.
010093	2901000	Columbia 93	6020	00316	West Blvd. Elem.
011082	2927060	St. Joseph	4040	01649	Edison Elem.
011082	2927060	St. Joseph	4120	01653	Hall Elem.
011082	2927060	St. Joseph	4380	01666	Noyes Elem.
012108	2921750	Neelyville R-IV	1050	01200	Neelyville High
012108	2921750	Neelyville R-IV	4060	01202	Neelyville Elem.
012109	2925450	Poplar Bluff R-I	4020	01467	Eugene Field Elem.
012109	2925450	Poplar Bluff R-I	4040	01947	Poplar Bluff 5Th & 6Th Center
012109	2925450	Poplar Bluff R-I	5060	01473	O'Neal Elem.
012110	2930520	Twin Rivers R-X	4040	02093	Fisk Elem.
012110	2930520	Twin Rivers R-X	4060	02094	Qulin Elem.
014126	2922740	North Callaway Co. R-I	4020	01252	Auxvasse Elem.
014129	2912550	Fulton 58	4080	00522	McIntire Elem.
014130	2928430	South Callaway Co. R-II	4020	01756	South Callaway Elem.
015002	2906990	Camdenton R-III	4030	02580	Oak Ridge Intermediate
015003	2909810	Climax Springs R-IV	4020	00283	Climax Springs Elem.
015004	2919380	Macks Creek R-V	4020	01048	Macks Creek Elem.
016096	2907120	Cape Girardeau 63	4080	00189	Jefferson Elem.
016096	2907120	Cape Girardeau 63	4090	02798	Central Middle
016097	2907320	Nell Holcomb R-IV	4020	00194	Nell Holcomb Elem.

017124	2905610	Bosworth R-V	4020	00106	Bosworth Elem.
019142	2923730	Raymore-Peculiar R-II	5000	02889	Bridle Ridge Intermediate
019144	2910320	Sherwood Cass R-VIII	4020	00334	Sherwood Elem.
019147	2911160	East Lynne 40	4020	00384	East Lynne Elem.
019149	2913760	Harrisonville R-IX	3000	02659	Harrisonville Middle
019149	2913760	Harrisonville R-IX	4020	00604	Harrisonville Elem.
019152	2904620	Belton 124	1025	00395	Belton-Ozanam Southland Coop.
019152	2904620	Belton 124	4020	00051	Cambridge Elem.
019152	2904620	Belton 124	4050	00054	Scott Elem.
020001	2929520	Stockton R-I	4020	02043	Stockton Elem.
020002	2911310	El Dorado Springs R-II	4040	00400	El Dorado Springs Elem.
021149	2906030	Brunswick R-II	4020	00411	Brunswick Elem.
022090	2928740	Sparta R-III	4020	01775	Sparta Elem.
024093	2922800	North Kansas City 74	1050	01284	North Kansas City High
024093	2922800	North Kansas City 74	1090	01293	Winnetonka High
024093	2922800	North Kansas City 74	3100	01268	Eastgate Middle
024093	2922800	North Kansas City 74	3150	01278	Maple Park Middle
024093	2922800	North Kansas City 74	3200	02730	Northgate Middle
024093	2922800	North Kansas City 74	4320	01274	Gracemor Elem.
024093	2922800	North Kansas City 74	4400	01279	Maplewood Elem.
024093	2922800	North Kansas City 74	4570	01292	West Englewood Elem.
025001	2907020	Cameron R-I	4020	00178	Parkview Elem.
025003	2925290	Clinton Co. R-III	4020	01457	Ellis Elem.
026001	2926970	Cole Co. R-I	4020	01638	Cole Co. R-I Elem.
026005	2911550	Cole Co. R-V	4020	00410	Eugene Elem.
027061	2905580	Boonville R-I	4040	00103	David Barton Elem.
028101	2905640	Crawford Co. R-I	4020	00108	Bourbon Elem.
031118	2915630	North Daviess R-III	4020	00740	North Daviess Elem.
031121	2912660	Gallatin R-V	4020	00529	Covel D. Searcy Elem.
033090	2927090	Salem R-80	4040	01676	Salem Upper Elem.
033094	2910650	North Wood R-IV	4020	00359	North Wood Elem.
034124	2904050	Ava R-I	3000	02548	Ava Middle
035092	2919890	Malden R-I	4020	01056	Malden Lower Elem.
035094	2914460	Holcomb R-III	4020	00677	Holcomb Elem.
035098	2927870	Senath-Hornersville C-8	3000	01714	Hornersville Middle
035102	2916500	Kennett 39	4080	00902	South Elem.
036131	2930570	Union R-XI	4040	02098	Central Elem.
036139	2931110	Washington	4140	02164	South Point Elem.
037039	2914280	Gasconade Co. R-I	3000	02464	Hermann Middle
039133	2932010	Willard R-II	3050	02242	Willard Middle
039135	2903270	Ash Grove R-IV	4020	00027	Ash Grove Elem.
039141	2928860	Springfield R-XII	3100	01813	Pipkin Middle
039141	2928860	Springfield R-XII	3140	01818	Reed Middle
039141	2928860	Springfield R-XII	3160	01827	Study Middle

039141	2928860	Springfield R-XII	4060	01782	Bissett Elem.
039141	2928860	Springfield R-XII	4080	01783	Bowerman Elem.
039141	2928860	Springfield R-XII	4100	01784	Boyd Elem.
039141	2928860	Springfield R-XII	4400	01806	McGregor Elem.
039141	2928860	Springfield R-XII	4760	01833	Weller Elem.
039141	2928860	Springfield R-XII	4780	01834	Westport Elem.
039141	2928860	Springfield R-XII	4820	01837	Williams Elem.
039141	2928860	Springfield R-XII	4840	01838	York Elem.
040107	2930360	Trenton R-IX	4060	02079	Rissler Elem.
041005	2926490	Ridgeway R-V	4020	01558	Ridgeway Elem.
042111	2932110	Henry Co. R-I	4020	02254	Windsor Elem.
042117	2906480	Calhoun R-VIII	4020	00165	Calhoun Elem.
042124	2909860	Clinton	4070	00289	Henry Elem.
043002	2931920	Wheatland R-II	4020	02234	Wheatland Elem.
045077	2911990	Fayette R-III	4040	00446	Laurence J. Daly Elem.
046130	2921540	Mountain View-Birch Tree R-III	4020	01187	Mountain View Elem.
046131	2932070	Willow Springs R-IV	3000	02246	Willow Springs Middle
046131	2932070	Willow Springs R-IV	4040	02249	Willow Springs Elem.
046134	2931680	West Plains R-VII	4030	02543	West Plains Elem.
046140	2911850	Fairview R-XI	4020	00435	Fairview Elem.
047065	2915510	Iron Co. C-4	4050	00730	Viburnum Elem.
048066	2912290	Fort Osage R-I	4020	00489	Blue Hills Elem.
048072	2914340	Hickman Mills C-1	1090	00658	Ruskin High
048072	2914340	Hickman Mills C-1	4010	00651	Burke Elem.
048072	2914340	Hickman Mills C-1	4015	00652	Dobbs Elem.
048072	2914340	Hickman Mills C-1	4020	02595	Johnson Elem.
048072	2914340	Hickman Mills C-1	4025	00662	Symington Elem.
048072	2914340	Hickman Mills C-1	4030	00663	Truman Elem.
048072	2914340	Hickman Mills C-1	4045	00659	Santa Fe Elem.
048072	2914340	Hickman Mills C-1	4050	00655	Ingels Elem.
048073	2926070	Raytown C-2	4060	01518	Eastwood Hills Elem.
048073	2926070	Raytown C-2	4070	01519	Fleetridge Elem.
048073	2926070	Raytown C-2	4080	01520	Laurel Hills Elem.
048073	2926070	Raytown C-2	5000	01521	Norfleet Elem.
048073	2926070	Raytown C-2	5060	01530	Southwood Elem.
048073	2926070	Raytown C-2	5080	01531	Spring Valley Elem.
048073	2926070	Raytown C-2	6000	01532	Westridge Elem.
048074	2913140	Grandview C-4	4080	00550	Conn-West Elem.
048074	2913140	Grandview C-4	5020	00554	Martin City Elem.
048074	2913140	Grandview C-4	5040	00555	Meadowmere Elem.
048077	2913140	Independence 30	6040	00719	Randall Elem.
048077	2913140	Independence 30	6060	00725	William Southern Elem.
048078	2916400	Kansas City 33	1021	03002	Cr Anderson Alt Hs At Fairview
048078	2916400	Kansas City 33	1400	00862	Paseo Acad. Of Performing Arts
048078	2916400	Kansas City 33	1550	00869	Teenage Parents Center
048078	2916400	Kansas City 33	4040	00799	Askew Elem.

048078	2916400	Kansas City 33	4060	00800	Attucks Elem.
048078	2916400	Kansas City 33	4290	02605	Geo. Washington Carver Elem.
048078	2916400	Kansas City 33	4310	02603	Trailwoods Elem.
048078	2916400	Kansas City 33	4330	02375	Rogers Elementary
048078	2916400	Kansas City 33	4350	02376	Foreign Language Academy
048078	2916400	Kansas City 33	4420	00822	Faxon Montessori
048078	2916400	Kansas City 33	4450	00808	C. A. Franklin Elem.
048078	2916400	Kansas City 33	4500	02529	Gladstone Elem.
048078	2916400	Kansas City 33	4700	00837	James Elem.
048078	2916400	Kansas City 33	4760	00888	Wm. A. Knotts Elem.
048078	2916400	Kansas City 33	4860	00825	George B. Longan French Magnet
048078	2916400	Kansas City 33	4880	00848	Longfellow Elem.
048078	2916400	Kansas City 33	5020	00826	George Melcher Elem.
048078	2916400	Kansas City 33	5060	00858	Milton Moore Elem.
048078	2916400	Kansas City 33	5200	00882	Wendell Phillips Elem.
048078	2916400	Kansas City 33	5220	00816	Pinkerton Elementary
048078	2916400	Kansas City 33	5240	00864	Pitcher Elementary
048078	2916400	Kansas City 33	5320	00884	West Rock Creek Elem.
048078	2916400	Kansas City 33	5360	02609	Satchel Paige Elem.
048078	2916400	Kansas City 33	5440	02602	B. Banneker Elem.
048078	2916400	Kansas City 33	5450	02606	Holliday Montessori
048078	2916400	Kansas City 33	5500	00818	Swinney Elementary
048078	2916400	Kansas City 33	5580	00879	Troost Elem.
048078	2916400	Kansas City 33	5630	02530	Primitivo Garcia Elem.
048078	2916400	Kansas City 33	5660	00863	Phillis Wheatley Elem.
048078	2916400	Kansas City 33	5700	00887	Whittier Elem.
048078	2916400	Kansas City 33	5740	00890	Woodland Elem.
048078	2916400	Kansas City 33	6030	00865	R. J. Delano
048080	2908250	Center 58	4020	00223	Boone Elem.
048080	2908250	Center 58	4060	00224	Center Elem.
048080	2908250	Center 58	4080	00228	Red Bridge Elem.
048901	2900027	University Academy	1915	02808	University Academy-Upper
048901	2900027	University Academy	3925	02914	University Academy-Middle
048903	2900012	Don Bosco Education Center	1930	02842	Don Bosco High School
048904	2900014	Hogan Preparatory Academy	1935	02743	Hogan Preparatory Academy
048909	2900025	Allen Village	6915	02748	Allen Village School
048910	2900028	Lee A. Tolbert Com. Academy	6920	02749	Lee A. Tolbert Com. Academy
048912	2900013	Della Lamb Elem.	6930	02751	Della Lamb Elem.
048913	2900015	Gordon Parks Elem.	6935	02752	Gordon Parks Elem.
048915	2900019	Scuola Vita Nuova	6945	02754	Scuola Vita Nuova Charter
048916	2900024	Brookside Charter Sch.	6950	02838	Brookside Charter Sch.
048917	2900026	Derrick Thomas Academy	6955	02839	Derrick Thomas Elem. Academy
049132	2907350	Carl Junction R-I	4060	00196	Carl Junction Intermediate

049142	2907460	Carthage R-IX	4020	00204	Columbian Elem.
049142	2907460	Carthage R-IX	4030	01980	Steadley Elem.
049142	2907460	Carthage R-IX	4060	00206	Fairview Elem.
050001	2922890	Northwest R-I	4080	01306	Maple Grove Elem.
050003	2914430	Hillsboro R-III	4040	00674	Hillsboro Middle Elem.
050005	2914250	Dunklin R-V	3000	02399	Senn-Thomas Middle
050009	2929820	Sunrise R-IX	4020	02060	Sunrise Elem.
050013	2910380	Crystal City 47	4020	00339	Crystal City Elem.
051154	2908320	Johnson Co. R-VII	3000	02406	Crest Ridge Middle
051155	2916830	Knob Noster R-VIII	4020	00931	Knob Noster Elem.
051159	2931020	Warrensburg R-VI	4060	01729	Sterling Elem.
053112	2912720	Gasconade C-4	4020	00533	Gasconade Elem.
053113	2918270	Lebanon R-III	4060	00973	Maplecrest Elem.
053114	2917000	Laclede Co. C-5	4020	00940	Joel E. Barber Elem.
054039	2914400	Lafayette Co. C-1	4020	00669	Grandview Elem.
054041	2923100	Odessa R-VII	4060	01743	Odessa Upper Elem.
054045	2918480	Lexington R-V	3000	01000	Lexington Middle
054045	2918480	Lexington R-V	4040	00998	Leslie Bell Elem.
055104	2921000	Miller R-II	4020	01440	Central Elem.
055106	2920310	Marionville R-IX	4020	01076	Marionville Elem.
055110	2904020	Aurora R-VIII	4040	00033	Robinson Elem.
057001	2928290	Silex R-I	4020	01747	Silex Elem.
057002	2911400	Elsberry R-II	4020	00406	Clarence Cannon Elem.
058112	2905940	Brookfield R-III	4020	00137	Brookfield Elem.
059117	2908760	Chillicothe R-II	3000	02815	Chillicothe Middle
059117	2908760	Chillicothe R-II	4060	00262	Field Elem.
060077	2920610	McDonald Co. R-I	4020	01100	Anderson Elem.
060077	2920610	McDonald Co. R-I	4040	01101	Noel Elem.
060077	2920610	McDonald Co. R-I	4080	01103	Rocky Comfort Elem.
060077	2920610	McDonald Co. R-I	5000	01105	Southwest City Elem.
060077	2920610	McDonald Co. R-I	5020	01106	White Rock Elem.
061156	2919410	Macon Co. R-I	4020	01050	Macon Elem.
062070	2920370	Marquand-Zion R-VI	4020	01079	Marquand Elem.
063066	2930870	Maries Co. R-I	4020	02133	Vienna Elem.
063067	2900001	Maries Co. R-II	3000	02547	Maries Co. Middle
064075	2913650	Hannibal 60	4020	00587	A. D. Stowell Elem.
064075	2913650	Hannibal 60	4060	00589	Eugene Field Elem.
064075	2913650	Hannibal 60	5010	02781	Veterans Elem.
066102	2911340	Eldon R-I	4020	00403	South Elem.
066102	2911340	Eldon R-I	4040	02411	Eldon Upper Elem.
066105	2927630	School Of The Osage	2050	01020	Osage Middle
066107	2915420	Iberia R-V	4020	00702	Iberia Elem.
067055	2911220	East Prairie R-II	4060	00385	A. J. Martin Elem.
067061	2908670	Charleston R-I	3000	01780	Charleston Middle
067061	2908670	Charleston R-I	4040	00255	Warren E. Hearnes Elem.
068070	2906510	Moniteau Co. R-I	4020	00167	California Elem.
070093	2921330	Montgomery Co. R-II	4060	01172	Montgomery City Elem.

071092	2930840	Morgan Co. R-II	4020	02129	Morgan Co. Elem.
072074	2900004	New Madrid Co. R-I	4100	01482	Lilbourn Elem.
072074	2900004	New Madrid Co. R-I	4140	01484	New Madrid Elem.
073099	2930420	East Newton Co. R-VI	4020	02083	Granby Elem.
073099	2930420	East Newton Co. R-VI	4040	02085	Triway Elem.
073108	2921810	Neosho R-V	4020	01203	Benton Elem.
073108	2921810	Neosho R-V	4080	01206	Goodman Elem.
077101	2904140	Bakersfield R-IV	1050	00040	Bakersfield High
078002	2913800	Hayti R-II	4020	00610	Wallace Elem.
078003	2923790	Pemiscot Co. R-III	4020	01436	Pemiscot Co. R-III Elem.
078005	2928530	South Pemiscot Co. R-V	4020	02670	South Pemiscot Elem.
078012	2907470	Caruthersville 18	4060	00216	Caruthersville Elem.
079077	2924530	Perry Co. 32	4020	02386	Perryville Elem.
080118	2916920	La Monte R-IV	4020	00936	La Monte Elem.
080125	2927830	Sedalia 200	4020	01703	Heber Hunt Elem.
081095	2922140	Newburg R-II	4020	01228	Newburg Elem.
081096	2926890	Rolla 31	3000	01635	Rolla Middle
082108	2919260	Louisiana R-II	4040	01042	Louisiana Elem.
083003	2925230	Platte Co. R-III	3000	01455	Platte City Middle
083003	2925230	Platte Co. R-III	4010	01451	Barry Sch.
083005	2923550	Park Hill	3050	01369	Plaza Middle
083005	2923550	Park Hill	6000	02537	Park Hill Day Sch.
084001	2905370	Bolivar R-I	4040	01535	Bolivar Intermediate Sch.
084005	2920160	Marion C. Early R-V	4020	01072	Marion C. Early Elem.
085043	2929850	Swedeborg R-III	4020	02061	Swedeborg Elem.
085044	2926430	Richland R-IV	4020	01550	Richland Elem.
085045	2917880	Laquey R-V	4020	00956	Laquey R-V Elem.
085046	2931440	Waynesville R-VI	4080	02174	Pick Elem.
088075	2914370	Higbee R-VIII	4020	00666	Higbee Elem.
088081	2921100	Moberly	4020	02820	Gratz Brown Elem.
089080	2918220	Lawson R-XIV	4040	00964	Southwest Elem.
089087	2923220	Orrick R-XI	1050	01336	Orrick High
089087	2923220	Orrick R-XI	4020	01335	Orrick Elem.
090076	2928590	Southern Reynolds Co. R-II	4020	01767	Southern Elem.
091092	2910920	Doniphan R-I	3000	02586	Doniphan Middle
091092	2910920	Doniphan R-I	4020	00371	Doniphan Elem.
091093	2926580	Ripley Co. R-IV	4040	01561	Ripley Co. Elem.
092087	2908370	Ft. Zumwalt R-II	4020	00234	Forest Park Elem.
092087	2908370	Ft. Zumwalt R-II	4030	00236	Lewis & Clark Elem.
092087	2908370	Ft. Zumwalt R-II	4080	02369	Hawthorn Elem.
092087	2908370	Ft. Zumwalt R-II	4090	02492	Dardenne Elem.
092089	2931650	Wentzville R-IV	4080	02870	Prairie View Elem.
092090	2928920	St. Charles R-VI	4045	01844	Coverdell Elem.
092090	2928920	St. Charles R-VI	4120	01846	Monroe Elem.

092091	2923160	Orchard Farm R-V	4020	01329	Orchard Farm Elem.
093123	2910520	Lakeland R-III	4020	02520	Lakeland Elem.
094083	2905430	North St. Francois Co. R-I	4030	00095	Intermediate Sch.
094083	2905430	North St. Francois Co. R-I	4040	00096	North County Parkside Elem.
095059	2929370	Ste. Genevieve Co. R-II	2050	02032	Ste. Genevieve Middle
095059	2929370	Ste. Genevieve Co. R-II	4040	02034	Ste. Genevieve Elem.
096088	2913830	Hazelwood	1060	02696	Hazelwood East High
096088	2913830	Hazelwood	4020	00614	Keeven Elem.
096088	2913830	Hazelwood	4150	00621	Grannemann Elem.
096088	2913830	Hazelwood	4160	00628	Jury Elem.
096088	2913830	Hazelwood	4180	00630	Larimore Elem.
096088	2913830	Hazelwood	4250	00635	Townsend Elem.
096088	2913830	Hazelwood	4260	00636	Twillman Elem.
096088	2913830	Hazelwood	4340	02858	Arrowpoint Elem.
096089	2912010	Ferguson-Florissant R-II	3050	00462	Ferguson Middle
096089	2912010	Ferguson-Florissant R-II	4010	00449	Airport Elem.
096089	2912010	Ferguson-Florissant R-II	4100	00457	Cool Valley Elem.
096089	2912010	Ferguson-Florissant R-II	4140	00460	Duchesne Elem.
096089	2912010	Ferguson-Florissant R-II	4160	00466	Griffith Elem.
096089	2912010	Ferguson-Florissant R-II	4180	00467	Halls Ferry Elem.
096089	2912010	Ferguson-Florissant R-II	4190	00468	Holman Elem.
096089	2912010	Ferguson-Florissant R-II	4200	00469	Lee Hamilton Elem.
096089	2912010	Ferguson-Florissant R-II	4210	02784	Johnson Wabash Elem.
096089	2912010	Ferguson-Florissant R-II	4280	01092	Vogt Elem.
096089	2912010	Ferguson-Florissant R-II	4320	00477	Walnut Grove Elem.
096090	2923700	Pattonville R-III	4020	01411	Briar Crest Elem.
096091	2926850	Rockwood R-VI	4020	01614	Ballwin Elem.
096092	2916770	Kirkwood R-VII	5000	00927	W. W. Keysor Elem.
096092	2916770	Kirkwood R-VII	5020	00924	North Glendale Elem.
096094	2920670	Mehlville R-IX	4060	01111	Bierbaum Elem.
096095	2923580	Parkway C-2	4035	01377	Carman Trails Elem.
096095	2923580	Parkway C-2	4060	01382	Craig Elem.
096095	2923580	Parkway C-2	4110	01386	Hanna Woods Elem.
096095	2923580	Parkway C-2	4180	01391	McKelvey Elem.
096095	2923580	Parkway C-2	4200	01395	Pierremont Elem.

096095	2923580	Parkway C-2	4210	01396	River Bend Elem.
096095	2923580	Parkway C-2	4235	01400	Sorrento Springs Elem.
096098	2902910	Affton 101	3000	02461	Rogers Middle
096098	2902910	Affton 101	4080	00005	Gotsch Intermediate Sch.
096099	2904500	Bayless	4040	00045	Bayless Intermediate
096103	2913620	Hancock Place	4020	00584	Hancock Place Elem.
096104	2916290	Jennings	4020	00766	Fairview Primary
096104	2916290	Jennings	4040	00768	Northview Elem.
096104	2916290	Jennings	4050	02763	Gary Gore Elem.
096104	2916290	Jennings	4070	02786	Kenneth C. Hanrahan Elem.
096109	2922650	Normandy	4020	01240	Bel-Nor Elem.
096109	2922650	Normandy	4040	01239	Bel-Ridge Elem.
096109	2922650	Normandy	4060	01241	Garfield Elem.
096109	2922650	Normandy	4100	01243	Jefferson Elem.
096109	2922650	Normandy	4145	02850	Lucas Crossing Elem. Complex
096109	2922650	Normandy	4150	01247	Pine Lawn Elem.
096109	2922650	Normandy	4160	01249	Washington Elem.
096110	2926640	Ritenour	4100	01568	Iveland Elem.
096110	2926640	Ritenour	4120	01569	Kratz Elem.
096110	2926640	Ritenour	4160	01571	Marvin Elem.
096110	2926640	Ritenour	4220	01575	Wyland Elem.
096111	2926670	Riverview Gardens	4020	01577	Danforth Elem.
096111	2926670	Riverview Gardens	4050	00726	Gibson Elem.
096111	2926670	Riverview Gardens	4060	01579	Glasgow Elem.
096111	2926670	Riverview Gardens	4080	02627	Highland Elem.
096111	2926670	Riverview Gardens	5000	01582	Lemasters Elem.
096111	2926670	Riverview Gardens	5020	01583	Lewis And Clark Elem.
096111	2926670	Riverview Gardens	5040	01584	Meadows Elem.
096111	2926670	Riverview Gardens	6020	01581	Koch Elem.
096111	2926670	Riverview Gardens	6040	02701	Moline Elem.
096112	2930660	University City	1050	02113	University City Sr. High
096112	2930660	University City	2000	02511	Brittany Woods
096112	2930660	University City	4060	02105	Barbara Jordan Elem.
096112	2930660	University City	4100	02107	Flynn Park Elem.
096112	2930660	University City	4140	02109	Jackson Park Elem.
096113	02930690	Valley Park	4020	021115	Valley Park Elem.
096114	2931530	Webster Groves	4020	02190	Avery Elem.
096114	2931530	Webster Groves	4040	02191	Bristol Elem.
096114	2931530	Webster Groves	4180	02195	Steger Sixth Grade Center
097119	2919920	Malta Bend R-V	4020	01059	Malta Bend Elem.
097127	2912840	Gilliam C-4	4020	00536	Gilliam Elem.
097129	2920410	Marshall	4060	01084	Eastwood Elem.
097129	2920410	Marshall	4080	01085	Northwest Elem.
097130	2928360	Slater	4020	01749	Alexander Elem.
098080	2927660	Schuyler Co. R-I	4020	01698	Schuyler Co. Elem.
100059	2915450	Scott City R-I	4020	00704	Scott City Elem.
100062	2921420	Scott Co. Central	1050	01177	Scott Co. Central High

100062	2921420	Scott Co. Central	4020	01176	Scott Co. Central Elem.
100063	2928260	Sikeston R-6	4040	01739	Lee Hunter Elem.
100063	2928260	Sikeston R-6	4050	01566	Matthews Elem.
100063	2928260	Sikeston R-6	4060	01740	Morehouse Elem.
100063	2928260	Sikeston R-6	4070	01742	Southeast Elem.
101107	2911450	Eminence R-I	4020	00408	Eminence Elem.
102085	2928110	Shelby Co. R-IV	4040	01726	Shelbina Elem.
103131	2905250	Bloomfield R-XIV	1050	00073	Bloomfield High
104042	2912630	Galena R-II	4020	00527	Galena-Abesville Elem.
104043	2910290	Crane R-III	3000	02148	Crane Middle
104044	2926160	Reeds Spring R-IV	4030	03034	Reeds Spring Elem.
105124	2920940	Milan C-2	4020	01143	Milan Elem.
106003	2912240	Forsyth R-III	3000	00789	Forsyth Middle
107155	2906430	Cabool R-IV	4020	00160	Cabool Elem.
108142	2921840	Nevada R-V	1030	02707	Heartland R-V Sch.
108142	2921840	Nevada R-V	4080	01122	Truman Elem.
109002	2932310	Wright City R-II	4020	02265	Wright City Elem.
109003	2931050	Warren Co. R-III	4040	02416	Rebecca Boone Elem.
111087	2909750	Clearwater R-I	3000	01904	Clearwater Middle
111087	2909750	Clearwater R-I	4040	00280	Clearwater Elem.
112103	2927930	Seymour R-II	4020	01720	Seymour Elem.
114114	2921510	Mountain Grove R-III	4020	01181	Mountain Grove Elem.
115115	2929280	St. Louis City	1222	01926	Community Access Job Training
115115	2929280	St. Louis City	1250	01882	Beaumont High
115115	2929280	St. Louis City	2080	02878	Yeatman-Liddell Prep. Jr. High
115115	2929280	St. Louis City	3050	02569	Busch/Academic-Athletic Acad.
115115	2929280	St. Louis City	4000	02789	Adams Elem.
115115	2929280	St. Louis City	4180	01888	Bryan Hill Elem.
115115	2929280	St. Louis City	4200	01889	Buder Elem.
115115	2929280	St. Louis City	4250	02570	Ames Visual/Perf. Arts
115115	2929280	St. Louis City	4360	01903	Clay Elem.
115115	2929280	St. Louis City	4400	01906	Cole Elementary
115115	2929280	St. Louis City	4440	01911	Cote Brilliante Elem.
115115	2929280	St. Louis City	4470	02641	Dewey Sch.-Internat'L. Studies
115115	2929280	St. Louis City	4580	01923	Farragut Elem.
115115	2929280	St. Louis City	4630	02571	Ford-Ford Br. Elem. Comm. Ed.
115115	2929280	St. Louis City	4660	01928	Froebel Elem.
115115	2929280	St. Louis City	4720	01929	Gallaudet Sch. For Deaf Elem.
115115	2929280	St. Louis City	4730	01587	Gateway Elem.
115115	2929280	St. Louis City	4880	01942	Henry Elementary
115115	2929280	St. Louis City	4890	00444	Hickey Elem.
115115	2929280	St. Louis City	5060	01955	Laclede Elem.
115115	2929280	St. Louis City	5100	01958	Lexington Elem.
115115	2929280	St. Louis City	5180	02403	Lyon At Blow Elem.
115115	2929280	St. Louis City	5240	01967	Mallinckrodt A.B.I. Elem.
115115	2929280	St. Louis City	5340	01930	Mason Elem.
115115	2929280	St. Louis City	5500	01975	Meramec Elem.

115115	2929280	St. Louis City	5520	01917	Elias Michael Elem.
115115	2929280	St. Louis City	5560	02790	Monroe Elem.
115115	2929280	St. Louis City	5590	00798	Mullanphy Botanical Gardens
115115	2929280	St. Louis City	5600	01986	Oak Hill Elem.
115115	2929280	St. Louis City	5610	02853	Earl Nance, Sr. Elem.
115115	2929280	St. Louis City	5620	02454	Peabody Elem.
115115	2929280	St. Louis City	5780	02404	Shaw Visual/Perf. Arts Center
115115	2929280	St. Louis City	5800	01997	Shenandoah Elem.
115115	2929280	St. Louis City	5840	01999	Sherman Elem. Comm. Ed. Center
115115	2929280	St. Louis City	5970	02829	Woerner Elem.
115115	2929280	St. Louis City	6010	02572	Washington Montessori
115115	2929280	St. Louis City	6120	02026	Woodward Elem.
115902	2929280	Lift For Life Academy	3910	02828	Lift For Life Academy
115903	2900576	St. Louis Charter School	6915	02831	St. Louis Charter Sch.
115906	2900579	Confluence Academies	6930	03037	Old North