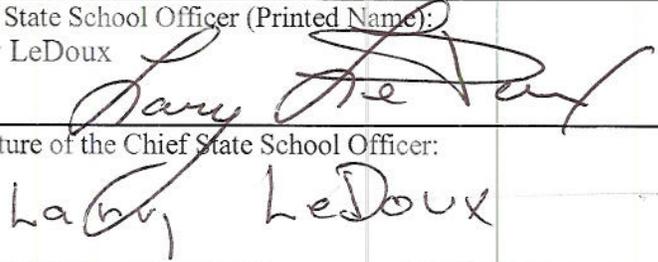


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Alaska Department of Education & Early Development</p>	<p>Applicant's Mailing Address: PO Box 110500 Juneau, AK 99811-0500</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Margaret MacKinnon</p> <p>Position and Office: Title I/NCLB Administrator</p> <p>Contact's Mailing Address: Alaska Department of Education & Early Development PO Box 110500 Juneau, AK 99811-0500</p> <p>Telephone: 907-465-2970</p> <p>Fax: 907-465-2989</p> <p>Email address: margaret.mackinnon@alaska.gov</p>	
<p>Chief State School Officer (Printed Name): Larry LeDoux</p>	<p>Telephone: 907-465-2800</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 11-22-10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Alaska



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



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

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

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Alaska Department of Education & Early Development	Applicant's Mailing Address: PO Box 110500 Juneau, AK 99811-0500
State Contact for the School Improvement Grant Name: Margaret MacKinnon Position and Office: Title I/NCLB Administrator Contact's Mailing Address: Alaska Department of Education & Early Development PO Box 110500 Juneau, AK 99811-0500 Telephone: 907-465-2970 Fax: 907-465-2989 Email address: margaret.mackinnon@alaska.gov	
Chief State School Officer (Printed Name): Larry LeDoux	Telephone: 907-465-2800
Signature of the Chief State School Officer: X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

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

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, 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.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input type="checkbox"/> SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input checked="" type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Alaska’s Definition of Persistently Lowest Achieving Schools

Overview of Criteria for Tiers

Tier I
Any Title I School at Level 2 or above (in improvement, corrective action, or restructuring) for 2010-2011 with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that:

Is among the lowest-achieving 5%, or 5, whichever number is greater (6 schools in

- Alaska) of those schools; or,
- ✓ Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Tier II

Any secondary school with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that is either eligible for but did not receive Title I, Part A funds in 2010-2011 or any Title I secondary school (did receive Title I, Part A funds in 2010-2011) not on the Tier I list, that is in the bottom 20% of all schools in the state based on proficiency rates or has not made AYP for two consecutive years that:

- ✓ Is among the lowest-achieving five percent, or 5, whichever number is greater (5 schools in Alaska) of those schools; or
- ✓ Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Tier III

Any Title I school at Level 2 or above that is not a Tier I or Tier II school and any schools excluded from the Tier I or Tier II pool who had 25 or fewer FAY students.

Definitions of Relevant Terms

- **Secondary school** – schools with grades 7 through 12, or any appropriate combination of grades within this range (AS 14.03.070). Secondary schools include K-12 schools, middle schools, junior high schools, and high schools. K-8 schools are designated as elementary schools.
- **Number of years for determining academic proficiency** – the state will determine academic proficiency over two years, based on test scores from 2008-2009 and 2009-2010.
- **Number of years for determining graduation rate** – the state will determine graduation rates based on three years, 2007-2008, 2008-2009, and 2009-2010. A secondary school that includes grade 12 will be considered to be persistently low achieving when it has a graduation rate of less than 60% for all three years.
- **Full Academic Year (FAY)** – the state will include students in the academic proficiency calculations who have been enrolled in the school for the full academic year (FAY) as defined in the state’s Accountability Workbook.
- **Standards Based Assessments (SBAs)** – the state Standards Based Assessments in reading, writing, and math on which the academic proficiency and adequate yearly progress (AYP) for reading/language arts and math is based.
- **School Index Point Value** – the score given to each school in the state that reflects progress made on the SBAs by individual students in the school across a period of two test administrations. See “Lack of Progress” description for more information.

Method used to determine academic proficiency

The state is using the adding ranks method to determine academic proficiency on the state’s assessments (SBAs) in reading/language arts and mathematics, combined. All schools that have more than 25 FAY students in each assessment year will be ranked from highest to lowest for each year in each content area with the highest performing school in the given content area and

test administration receiving a rank of 1. Those 4 ranks (2 years for each of 2 content areas) will be added to determine a combined rank. Using the combined rank, the schools will be re-ranked so the highest performing school has a rank of 1. This same method is used to rank all schools in the state to determine those in the lowest quintile (20%) of performance according to proficiency on the SBAs.

Lack of Progress

The state will use the school index point value to determine lack of progress. Schools that have a school index point value of less than 90 will be considered to be lacking in progress. The school index point value is a score that is given to each school that reflects the progress made by individual students in the school. The school index point value was originally created as a measurement of a schools' growth in order to award financial bonuses through the Performance Incentive Program to reward staff in schools that achieved significant growth. Each student who takes the SBAs is given a point value that compares that student's proficiency level to the proficiency level on the prior year's test and measures the student's growth or decline in achievement. All of the individual FAY student point values are totaled and then divided by the total number of FAY students who attempted the test during both administrations to get the school growth index score. The value table created to implement this legislation provides a range of school growth index scores from 0 to 200. Schools that receive a score of 85 or less are considered to be declining in achievement. State regulation 4 AAC 06.872 uses the school index point value of less than or equal to 85 as one measure to identify schools that are lowest performing and must receive additional analysis by the state to determine the reasons for lack of progress in the school. The school index point value is described completely in regulation 4 AAC 33.540.

Weighting

The state did not apply any weighting criteria in determining the list of persistently lowest achieving schools.

Lowest 5%

The number of Tier I schools in the lowest 5% is 6. Alaska has 122 Title I Schools in improvement, corrective action or restructuring (at AYP Level 2 or above) for 2010-2011 based on the 2009-2010 SBA results.

The number of Tier II schools in the lowest achieving 5% is 5. The number of schools in the pool for Tier II, using the waiver to allow inclusion of Title I participating secondary schools, is 100, so the minimum number of lowest achieving schools is 5. (The Tier II pool uses the waiver flexibility to include Title I secondary schools not already identified in Tier I that either have not made AYP for at least two consecutive years; or are in the state's lowest quintile of performance based on proficiency on the state's assessments in reading/language arts and math, combined).

Waivers and Excluded Schools

Alaska is using the flexibility provided by two waivers.

Exclude Schools below a "Minimum n"

Pursuant to the flexibility granted by this waiver, schools were excluded from the pool of

potential Tier I and Tier II schools that had 25 or fewer FAY students in the “all students group” in one or both assessment years. This exclusion includes schools that did not have any test data for 2008-2009 and/or 2009-2010, very small schools that might reveal personally identifiable information if included on the list, and “feeder” schools for other schools that carry the AYP designation of the schools they feed. Any schools that were excluded from the pool of schools from which it identified the persistently lowest achieving schools in Tier I or Tier II are included on the list of Tier III schools. The “minimum *n*” size of 25 FAY students was chosen as it is consistent with the state’s Accountability Workbook. According to the state’s Accountability Workbook, a subgroup must have more than 25 students in order to be considered for determining adequate yearly progress (AYP). The “minimum *n*” size for the subgroup is applied in order to ensure that the data on which a school’s progress is measured is valid and reliable.

Include Title I Secondary Schools in Tier II

Pursuant to the flexibility granted by this waiver, Alaska will include the following schools in the pool of schools under consideration for Tier II: A secondary school that is either eligible for but did not receive Title I, Part A funds in 2010-2011 **or** any Title I secondary school (did receive Title I, Part A funds in 2010-2011) not identified for Tier I that is in the bottom 20% of all schools in the state based on proficiency rates on the state’s SBAs in reading/language arts and mathematics combined or has not made AYP for two consecutive years. This waiver expands the pool of schools under consideration for Tier II from 55 to 100.

Newly Eligible

Alaska is not identifying any schools in any Tier through the Newly Eligible criteria authorized by Congress.

Steps to determine the list of schools in Tier I, Tier II, and Tier III

For Tier I:

1. Start with the list of Title I schools at Level 2 or above for 2010-2011.
2. Determine the total number of schools in the pool and the number that represents the lowest 5%, or 5, whichever is higher. There are 122 schools in the pool, so there will be 6 schools in the lowest 5%.
3. Exclude schools from the ranking process that have 25 or fewer FAY students in each test year (2008-2009 and 2009-2010).
4. Rank order the remaining schools on the percent proficient or above of the full academic year (FAY) students in the all students group for each of the following: (rank of 1 = highest percent proficient)
 - ✓ Language arts for 2010
 - ✓ Language arts for 2009
 - ✓ Math for 2010
 - ✓ Math for 2009
5. Add the 4 ranking numbers for each school to create a combined rank.
6. Re-rank based on the combined ranking (rank of 1 = highest rank in reading/language arts and math combined).
7. Determine schools that showed some progress in language arts and in math from 2009 to

2010 (those that had a school index point value of greater than or equal to 90).

8. Remove all schools from consideration for the lowest 5% of achieving schools according to proficiency for Tier I that showed progress according to Step 7.
9. Identify the 6 schools that are the lowest 5% from the schools that remain (count up from the bottom starting with the highest number by rank). Mark these as “Low 5” schools in Tier I. (Note for 2010-2011: If any of the six lowest schools were awarded SIG grants for 2010-2011, exclude those schools from the Low 5 and continue counting up from the bottom until six schools have been identified in the Low 5%.)
10. To complete the list of schools in Tier I add any high school from the ranked group of schools from the original list of 122 (including K-12 schools) that had a graduation rate of *less than* sixty percent for 2008, 2009 *and* 2010. Mark these as “GRAD” schools in Tier I.

For Tier II:

1. Start with the list of Title I eligible, but not participating secondary schools for 2010-2011.
2. Add any Title I participating secondary schools in 2010-2011 not identified as Tier I that are in the bottom 20% of all schools in the state based on proficiency rates on the state’s SBAs in reading/language arts and mathematics combined or who have not made AYP for two consecutive years.
3. Determine the total number of schools in the pool for potential consideration as Tier II and the number that represents the lowest 5%, or 5, whichever is higher. There are 100 schools in the Tier II pool, so there will be 5 schools in the lowest 5%.
4. Complete steps 3-8 as shown in Tier I.
5. Identify the 5 schools that are the lowest 5% from the schools that remain (count up from the bottom starting with the highest number by rank). Mark these as “Low 5” schools Tier II. (Note for 2010-2011: If any of the six lowest schools were awarded SIG grants for 2010-2011, exclude those schools from the Low 5 and continue counting up from the bottom until six schools have been identified in the Low 5%.)
6. To complete the list of schools in Tier II, add any high school from the ranked group of schools from the original Tier II pool (including K-12 schools) that had a graduation rate of less than sixty percent for 2008, 2009, *and* 2010. Mark these as “GRAD” schools in Tier II.

For Tier III:

Include in Tier III all schools from the original pools of schools under consideration for Tier I that were not identified as Tier I or Tier II. Also include all schools from the original pool of schools under consideration for Tier I or Tier II that were excluded due to 25 or fewer FAY students . Mark those that were removed from consideration due to 25 or fewer FAY students as “FAY.” Mark others as “Not Tier I” or “Not Tier II” as applicable.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

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

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’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 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 SEA or the LEA).

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

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Alaska will require each LEA to submit an application for SIG funding that includes a “Request for Applications for LEA School Improvement Grants” (RFA for LEA SIG) which describes the overall LEA application and a separate “LEA SIG Application Supplement” for

each school to be served. The RFA for LEA SIG will require the LEA to list the schools to be served, the intervention models, and the amount of funding requested for each school for 3 years. The RFA for LEA SIG will also require the LEA to describe its overall capacity to serve each Tier I and Tier II school in the application; how it will provide technical assistance and support to the schools, including how it will recruit, screen, and select external providers; how it will change any policies or procedures as needed, including providing evidence of support from the teachers' union, school board, staff or parents as applicable; the consultation with stakeholders; the budgets for each school; and the signatures and assurances.

In addition, for each school to be served, the LEA must submit an "LEA SIG Application Supplement" for the specific intervention model for Tier I or Tier II or for the services to be provided to Tier III schools. The application supplement for each school requires the LEA to describe the analysis of the school's needs, the reasons the specific intervention model was chosen for the school, the annual goals for the school, the amount of SIG funding requested for the school as well as the funding provided to the school from other sources, how the other resources align with the SIG funds, and the plan for sustaining the reforms after the SIG funding ends. Each required element of the specific school intervention model will be addressed by a series of questions that will demonstrate how the interventions will be designed and implemented consistent with the final requirements.

Each individual school supplement application will be rated based on the total number of points available for that particular intervention model or Tier III services plan. All required elements will be evaluated on a scale of 0 to 5. A rating of zero indicates that the requirement was not addressed or no information was provided. The ratings of 1 to 5 are based on the reviewer's judgment of whether the information provided was minimal (requiring additional clarification), good (clear and complete), or excellent (concise and thoroughly developed). In order to be recommended for funding, both the overall LEA application and the school supplement must receive at least 60% of the total possible points, excluding any priority points, and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.* If a school application supplement is recommended for funding, the district will be asked to submit additional information for any elements that received a rating of less than 3.

The chart below shows the application evaluation criteria for the RFA for LEA SIG overall application and explains how the LEA overall application may be recommended for funding with or without all schools being recommended for funding.

LEA Application Evaluation Criteria

The following criteria will be used by the reviewers to evaluate the LEA application as a whole. Individual school plans will each be evaluated separately according to the type of intervention planned. The quality of the individual school plan ratings will be incorporated into the first element of the overall LEA application evaluation. In order for the overall LEA application to be recommended for funding, the overall application must receive at least 60% of the total possible points and all required elements must be addressed. *An LEA application that receives a score of 0 on any required element will not be funded.* Depending on

reviewers' recommendations and available funding, the LEA overall application may be recommended for funding, yet one or more individual school plans submitted may not be recommended for funding, or may be recommended for a different amount of funding.

<i>LEA Overall Application</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA overall application				
1. LEA has provided a complete application with all required elements addressed for each Tier I or Tier II school it commits to serve (Round 1), or LEA has provided complete information in the Tier III supplement for each Tier III school it commits to serve (Round 2). Each school supplement plan has minimum point score of 60% of the total possible points, and no required elements receiving 0 points.	0	2	6	10
2. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I and Tier II school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers.	0	1	3	5
3. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I and Tier II school in the LEA's application, addressing the ability to provide direct support and to contract with external providers, as needed.	0	1	3	5
4. LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable.	0	1	3	5
5. LEA's record of previous actions taken to improve achievement in its schools and use of federal grants awarded to the district within the past two school years support the LEA's articulated capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in the LEA's application.	0	1	3	5
6. LEA has sufficiently explained why it does not have the capacity to serve each of its Tier I schools, addressing all applicable areas. The explanation of lack of capacity supports the LEA's description of the capacity it does have to serve the schools that it has committed to serve.	0	1	3	5
7. LEA overall application and individual school plans demonstrate a likelihood that the proposed reform	0	1	3	5

efforts will succeed.				
8. LEA's process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools ensures that external providers have the capacity and a meaningful plan for contributing to the reform efforts in the school.	0	1	3	5
9. LEA has provided a reasonable plan for sustaining the reforms in Tier I and Tier II schools after the funding period ends.	0	1	3	5
10. LEA has provided a comprehensive, realistic budget aligned with the components of the selected intervention models to serve all schools throughout the period of funding availability.	0	1	3	5
11. LEA provided documentation of appropriate consultation with stakeholders and has submitted a signed cover page and assurances & waivers page.	0	1	3	5
TOTAL POINTS POSSIBLE	60			

Part 1

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

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

Alaska will require an LEA to submit the following data for each Tier I and Tier II school:

- SBA Data for 2007-2008, 2008-2009, & 2009-2010 (using Report Card format from Data Interaction for Alaska Students - DIASA)
- School Report Card for 2009-2010 showing attendance and graduation rates
- Any completed domains from the Self Study Tool for Alaska Schools
- Any other data analyzed to determine the school's needs such as demographic data, data or information on instruction, curriculum, assessment, professional development, supportive learning environment, leadership, or other information.

Alaska will also require an LEA to describe the needs that were identified by the data analysis and explain how the intervention model chosen will address the needs of the school. Each of these elements will receive a rating from 0 to 5 as described above.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's

application in order to implement fully and effectively the selected intervention in each of those schools.

Alaska will require an LEA to describe for each element of the selected model what capacity it has to implement that required element and to overcome any barriers that exist to the implementation of that element. Alaska will evaluate the LEA capacity to implement the specific model for a school and its ability to overcome any barriers on a point scale from 0 to 5 as described above. It will also evaluate the overall capacity of the LEA to serve all schools by rating from 0 to 5 each of 4 elements: human capacity and the ability to recruit & retain qualified principals and teachers; the LEA capacity to provide support to schools, including through external providers; the ability to overcome barriers such as changing policies and procedures; evidence of the LEA's previous actions taken to improve achievement in its schools, any growth in student achievement, and use of federal grants awarded to the district within the past two school years.

- (3) The LEA'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 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 SEA or the LEA).

Alaska will require an LEA to submit a budget for all three years of the grant funding period. Each individual school budget will be rated on a scale of 0 to 5 for the following elements: the budget provided is reasonable for the model activities described and the size of the school; the budget realistically estimates the cost of implementing the model; the budget narrative closely aligns with the components of the model; and the budget is for the period of time needed to implement the model.

Part 2

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

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

Alaska's LEA application requires the LEA to describe how it will implement, consistent with the final requirements, each required element, and any permissible elements, of the selected intervention model through the submission of an application supplement for each school for the selected model. Each required element of the model will be rated on a scale from 0 to 5 as described above.

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

Alaska's overall LEA application requires a description of the process the LEA will use to recruit, screen and select any external providers. In addition, the LEA application supplement for the Restart model requires the LEA to describe how it will engage in a rigorous process of screening

and selecting charter school operators. It requires the LEA to address these elements in the description: how the provider will demonstrate that its strategies are research-based; that its curriculum, instruction, and assessment are aligned with Alaska's grade level expectations; that it has a healthy fiscal history; that it has provided realistic detailed budgets; and that its instructional programs will be secular, neutral, and non-ideological. Each of these elements will receive a rating of 0 to 5 in the evaluation of the plan.

(3) Align other resources with the interventions.

Alaska will require the LEA to identify all funds allocated to each Tier I and Tier II school for the base year 2010-2011 and for the next three years of the grant period. The funds must be identified from state and local sources as well as federal funding sources, including any school improvement funding under 1003(a) and 1003(g). The LEA will also be required to describe which specific resources will be aligned with the proposed interventions. These criteria will be evaluated on a scale of 0 to 5 as described above.

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

Alaska will require an LEA to describe in each school application supplement how it will overcome any barriers that exist to the implementation of each required element in the model. These descriptions will be rated on the scale from 0 to 5. In addition, Alaska will evaluate the LEA's ability to modify any practices or policies, if necessary, in the overall LEA application by requiring a description from the LEA on the need and the LEA's ability to change any policies or procedures that may create barriers to implementation. The LEA must include evidence or a statement of support for such changes, as applicable, from the teachers' union, school board, staff, and parents. This will be assessed on a similar point scale from 0 to 5 as described above.

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

Alaska will require an LEA to describe in each school application supplement its plan for sustaining the reforms in that school after the funding period ends, including a plan for continued funding, hiring practices, professional development, and any other areas. This plan will be evaluated on a scale of 0 to 5 as described above.

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

Please note that Section B-1 is a new section added for the FY 2010 application.

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

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(1) The SEA will require the LEA to include a proposed budget and narrative with respect to activities carried out during the pre-implementation period to help the LEA prepare for full implementation in the following school year. The budget for the pre-implementation activities will be evaluated as part of the overall budget evaluation. The budget rating scores from 0 to 5 will include the pre-implementation activities as well as the activities for the 3 full years of implementation.

(2) The SEA will require the LEA to describe all pre-implementation activities in a chart within each school application supplement. The pre-implementation activities will be reviewed and evaluated by the review team for their appropriateness to the implementation model and to determine if the activities proposed are allowable. The pre-implementation activities will be evaluated as "yes" if they are determined to be allowable and appropriate, or as "no" if they are not allowable or if they could be made allowable with revision. While they will not be a factor in the competitive scoring, if the school is awarded a SIG grant, the LEA will be required to remove or revise pre-implementation activities, as applicable, to ensure that only allowable activities will be funded. All proposed pre-implementation activities and expenses, must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA 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 demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

Upon submission of the overall LEA application, the LEA will be required to state, with specificity, why it lacks capacity to serve all Tier I schools. The LEA must address each of the areas of human capacity, the capacity to provide support, changes needed in policies or procedures, and LEA needs that are applicable to the district's lack of capacity to serve all Tier I schools. The state will rate the LEA's explanation of its capacity on a scale of 0 to 5. The state will also consider evidence of the LEA's previous actions taken to improve achievement in its schools, any growth in student achievement, and use of federal grants awarded to the district within the past two school years in its evaluation of the lack of capacity of the LEA.

If the state believes that an LEA has more capacity than it claims, it will confer with the LEA during the review about its stated lack of capacity to factor the explanation into the scoring and/or to require the LEA to serve more Tier I schools.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

The timeline for the Round 1 applications for Tier I & Tier II schools is as proposed below. If there is funding for Tier III schools, a timeline will be announced in March. Round 2 applications would be submitted in May, with grant awards by July 1, 2011 for the 2011-2012 school year.

Timeline for Applications

RFA Released (tentative date, dependent upon US ED approval) January 24, 2011
SIG Overview Audio Conference January 24, 2011, 3:30 PM
SIG Transformation & Turnaround Model Audio Conference January 25, 2011, 10:30 AM
SIG Restart & Closure Model Audio Conference scheduled upon request
SIG Q&A Audio Conference February 8, 2011, 10:30 AM
Round 1: LEA Application for Tier I and Tier II Schools..... Due February 25, 2011
Grant Review Period..... March 1-11, 2011
Notice of Intent to Award March 14, 2011
Grant Funding Begins April 15, 2011
Round 2: LEA Application for Tier III Schools (depending on funding availability) TBD
Full Implementation of School Improvement model begins for Tier I and II Fall, 2011

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’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 School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

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

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

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

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

(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.

(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 approval to have the SEA provide the services directly.³

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

(2) Alaska will review the LEA’s annual goals for student achievement and will award points from 0 to 5 as part of the evaluation criteria for each Tier I and Tier II school application. The state will review the school’s progress toward the annual goals at the end of each school year. If the goals have not been met, but some progress has been shown, the state will also

consider whether the model has been implemented fully and effectively through the analysis of the mid-year and end of year reports and the grant reimbursement requests. The state will interview (by phone or in person) the superintendent of the LEA, the district staff member responsible for the SIG grant, the principal of the school, and additional selected staff members to determine if the intervention model chosen has been implemented with fidelity and whether the LEA is willing and able to make any adjustments needed to implementation for the future year in order to receive continued funding. Based on all information available, the state will determine if the LEA should continue to receive SIG funding for the school in order to fully implement the model and be given the opportunity to show more growth in the following school year.

(3) Alaska will review the LEA's annual goals for student achievement and will award points from 0 to 5 as part of the evaluation criteria for each Tier III school application. The state will review the school's progress toward the annual goals at the end of each school year. If the goals have not been met, but some progress has been shown, the state will interview (by phone or in person) the superintendent of the LEA, the district staff member responsible for the SIG grant, the principal of the school, and additional selected staff members to determine if the strategies to be implemented or services to be received have been implemented with fidelity. Based on those interviews, the state will determine if the school and LEA have made sufficient progress in implementing the strategies or services and should receive continued funding to fully implement the model and be given the opportunity to show more growth in the following school year.

(4) Alaska will require each LEA that receives a SIG grant to serve Tier I and Tier II schools to submit a report at the midpoint and at the end of each school year to demonstrate the status of implementation of each component of the adopted intervention model. The state will also monitor the LEA's grant award reimbursement requests to determine if the funds are being spent as planned. If the mid-year status report or the reimbursement requests indicate that the intervention model is not being fully implemented according to the proposed timeline, the state will conduct interviews by phone or in person with the LEA superintendent, the district staff member responsible for the SIG grant, the principal, and selected teachers to determine whether the model is being implemented fully and effectively. The state will provide assistance or more frequent monitoring as needed to encourage the full implementation of the model during the first year.

(5) Alaska will prioritize funds to serve Tier I and Tier II schools first by asking for applications for those schools in Round 1 of the application period. When the applications for Tier I and Tier II schools are received, each school application will be rated separately according to the requirements of the selected intervention model. The LEA overall applications will also be rated. The school level applications with the highest percentage of possible points will receive priority for funding, provided the LEA overall application receives at least 60% of the total possible points. In addition, the state will evaluate the adequacy of the budgets in the attempt to provide sufficient SIG funds to serve the highest rated Tier I and Tier II schools.

(6) If funds are available to serve Tier III schools after the Round 1 applications are awarded, Alaska will accept Round 2 applications from Tier III schools. Alaska will rate the school level applications for each Tier III school. Priority points will be given for Tier III schools that are at AYP Level 4 or 5 in 2010-2011 (in corrective action, or restructuring) and for any Tier III school that would have been a Tier I school but was excluded due to the small number of FAY students. The highest rated applications for Tier III schools will be prioritized for funding.

(7) Alaska does not propose to take over any Tier I or Tier II schools.

(8) Alaska does not intend to provide services directly to any schools in the absence of a takeover.

E. ASSURANCES

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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.
- 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 "rigorous review process" of recruiting, screening, and selecting external providers as well as 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; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

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

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

Insert response to Section F SEA Reservation here:

Alaska will use state-level funds from the SIG 1003(g) grant to support the creation of the application documents, the review of the applications, and the general technical assistance to districts in understanding the application requirements and submitting applications for funding. This technical assistance is being provided through a series of audio conferences, slide presentations, and individual conference calls with eligible districts. Alaska will also use state-level funds to support additional data collection and analysis for evaluation of the schools implementing SIG 1003(g) grants.

The largest share of the state-level funding will be used to expand the capacity of the State System of Support (SSOS) to provide on-site support and assistance to the LEAs and schools in greatest need in the state. The SSOS services are targeted to six domains for instructional effectiveness: curriculum (aligned with the Alaska grade level expectations or GLEs); assessment (formative and summative assessments are used regularly to inform instruction); instruction (effective strategies are used to meet the needs of diverse learners); supportive learning environment (a positive school climate provides a safe, orderly environment conducive to learning); professional development (based on data, the needs of the students and schools, and aligned with academic goals); and leadership (school leadership focused on instruction and improving student achievement).

The Alaska State System of Support (SSOS) staff at the SEA level has increased from three to six employees for the 2010-2011 school year (one administrator, one school support program manager, three content support specialists for math, reading and science, and an education associate). The SSOS Administrator and the Title I/NCLB Administrator will co-oversee the implementation of the SIG grants in the Tier I and Tier II schools, assisting the districts in determining the most appropriate support needed for each school. The SSOS program staff members provide on-site support to districts and coordinate training opportunities for our state defined "Tier III" districts – those high need districts in which the state is requiring specific interventions. In addition, the state provides support through the SSOS contractors. Six Technical Assistance Coaches (TACs) provide specialized support to these districts in one or more domains in their area of expertise. In addition, the SSOS team includes ten contractors called Content Coaches (CCs) with expertise in the areas of reading, math, science, graphic & visual arts, and performing arts. These contractors provide on-site support and training for teachers in their areas of expertise. A portion of the SIG state-level funds will be used to provide additional contract time for TACs and CCs.

The SIG state-level funds will also be used to support specific professional development

opportunities related to one or more of the six domains based on the needs identified by the schools and LEAs that receive the SIG grants. Examples of professional development provided by the SSOS in the last two years include Curriculum Alignment Institutes and School Leadership institutes. The Curriculum Alignment institutes were provided to district teams with curriculum specialists in language arts and math. During the school year 2008-09 the institute met with districts to unpack the Grade Level Expectations and create the framework for aligning district curriculum. In 2009-10, the institute continued to support the alignment process by providing two separate sessions: Curriculum Mapping with Ann Johnson from Curriculum Designers; alignment of classroom formative assessments with Debbie Farrington from Measured Progress. Continued work in Curriculum Alignment is planned for 2010-2011. The first two Alaska School Leadership Institutes (ASLI) were held in June 2009 and June 2010. A third ASLI is planned for June 2011. This purpose of this institute, held in collaboration with the Rural Alaska Principal Preparation Project, is to learn how to lead using the strategies and actions necessary to turn-around and transform student learning and organizational performance. The learning outcomes of the institute were: 1) to promote effective collaboration based on a model of professional learning communities; 2) to assess individual leadership actions for producing second-order change; 3) to utilize strategies, protocols, and tools to analyze data at the district and school levels; and 4) to evaluate the alignment between curriculum standards, instructional practices, and assessments. A Literacy Institute for Teachers is planned for May, 2011, to focus on the use of data analysis and teacher collaboration in improving instruction in reading.

G. CONSULTATION WITH STAKEHOLDERS: The 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

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

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

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

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

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** 26.

Assurance

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

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

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

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

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

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

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

Assurances

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

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

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. 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.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

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

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA 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 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.

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

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA 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 application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA 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 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 application.
- (5) The LEA 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 commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

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

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

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

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

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

The LEA must assure that it will—

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

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

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

- “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.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.



Request for Applications for LEA School Improvement Grants

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

CFDA Numbers: 84.377A; 84.388A

Release Date: January 24, 2011

Round 1: Applications for Tier I & Tier II Schools Due February 25, 2011

**Round 2: Applications for Tier III Schools TBD
(depending on funding availability)**

**Alaska Department of Education & Early Development
801 W 10th Street • PO Box 110500
Juneau AK 99811-0500**

January, 2011

Form # 05-11-035

GENERAL INFORMATION

DEADLINES FOR APPLICATION SUBMISSION

LEA SIG Application and Supplements for Tier I and II Schools February 25, 2011

LEA SIG Application and Supplements for Tier III Schools TBD (only if funds available)

NOTE: Applications may be submitted by email no later than the due date, with an original signed Cover Page and Assurances & Waivers page submitted by mail. The signature pages must be postmarked no later than the due dates specified above. Late applications will not be reviewed.

Submit applications electronically to: lauri.bates@alaska.gov

For more information, contact:

Margaret MacKinnon
Title I/NCLB Administrator
Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, Alaska 99811-0500
Phone: (907) 465-2970
Fax: (907) 465-2989
margaret.mackinnon@alaska.gov

All applicants submitting applications in a timely manner will receive a Grant Application Receipt Acknowledgment by email.

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**I. SCHOOL IMPROVEMENT GRANTS (SIG)
REQUEST for APPLICATIONS SUMMARY
Under 1003(g) of the ESEA**

A. Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as published in the Federal Register on October 28, 2010 (“final requirements”, attached as Appendix C), school improvement funds are to be focused on each State’s “Tier I” and “Tier II” schools. Tier I schools are a State’s persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring. Tier II schools are a State’s persistently-lowest achieving secondary schools that are eligible for, and may or may not receive, Title I, Part A funds. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools (“Tier III schools”) if funds are still available after the state has awarded grants to all Tier I or II schools that LEAs have committed to serve. (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

B. Final Requirements and Guidance

The *Final Requirements of October 28, 2010* that govern the SIG grants and the *Guidance on School Improvement Grants Under 1003(g) of the ESEA, November 1, 2010* published by the US Department of Education provide complete information about the program and provide answers to frequently asked questions. These documents are posted on the department website at <http://www.eed.state.ak.us/stim/home.html> under the heading “ARRA Title I School Improvement Grants.” References will be made to the “final requirements” and to the “guidance” that will provide assistance in completing the grant application. Applicants are strongly encouraged to print and review these documents carefully in addition to this application packet prior to submitting an application for funds.

C. Availability of Funds and Related Conditions

1. Projected Total Available for Awards: Alaska has \$1,554,991 available from Federal FY2010 funds to award for the first year of three-year School Improvement Grants to LEAs under section 1003(g). The department anticipates funding three or four Tier I and/or Tier II schools through this competition.

These funds are being awarded to LEAs with eligible schools by the Alaska Department of Education & Early Development (the department) through a competitive grant process as described in this Request for Applications.

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Minimum and maximum awards: The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve, but the individual budgets for each school may vary within the total grant to the LEA.

Estimated funding ranges: The range of grant awards will vary depending on the number of schools served, the type of intervention models chosen for Tier I and Tier II schools, and the services provided to Tier III schools. LEAs can use the guidelines below to estimate typical costs of services per model for a school of 100 students. Schools may need more or less funding depending on the size or the costs of the strategies to be implemented in the chosen model.

- Approximately \$250,000 to \$500,000 per year for 3 years for each Tier I or Tier II school site with an enrollment of 100 students to implement a turnaround, transformation, or restart model.
- Approximately \$50,000 for one year to close a Tier I or Tier II school with an enrollment of 100 students.
- Approximately \$100,000 to \$150,000 per year for 3 years to provide significant services to a Tier III school.

The State reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel.

2. **Grant Period:** The grant period will be for three school years of full implementation (2011-2012, 2012-2013, and 2013-2014) plus the pre-implementation phase prior to the initial school year.

Initial grant awards will be for the 2011-2012 school year. The grant award will begin as soon as the grants are approved, and funds may be used prior to the 2011-2012 school year for certain approved activities in the pre-implementation period. Federal FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012. These funds must cover the pre-implementation activities plus the full implementation during the 2011-2012 school year. Funding for subsequent school years is expected to be of similar size, but is always dependent upon future Congressional funding. Continued funding is also dependent on the school's meeting or making progress toward the annual goals specified in the LEA's application for the school and in the leading indicators as defined in the reporting metrics in III.A.3 of the final requirements.

3. **Supplement, Not Supplant Conditions:** Federal funds received under SIG 1003(g) must be used to supplement, not supplant state and local funding. The implementation of the supplement, not supplant requirement varies depending on whether the school receives Title I, Part A funding, and, if so, what type of Title I program is operated in the school. In a non-Title I school, item II.A.6 of the final requirements stipulates that each school receiving SIG funds must also receive all state and local funding it would have received in the absence of SIG funding. In a Title I school operating a schoolwide (SW) program, the funding must be supplemental to funding provided through state and local sources. In a Title I school operating a targeted assistance (TA) program, the LEA must ensure that the Title I, Part A funds the school receives are used only for activities that supplement those that would be available from non-Federal funds for Title I participating students in the absence of the Title I, Part A funds. *Due to the comprehensive nature of the implementation models required by these SIG funds, a Title I school must operate a schoolwide program (SW) as a condition of receiving a SIG grant.* In order to implement one of the required school improvement models schoolwide in a Tier I or

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Tier II Title I school that has less than 40% poverty, it will be necessary for LEAs to apply for a waiver to operate a schoolwide program in the school. See question F-4 in the guidance for more information.

D. Application Rounds for Tier I, II, and III Schools

The department will hold one or two rounds of applications for the SIG funds, depending on the following conditions.

Applications from LEAs for serving Tier I and/or Tier II schools will be due February 25, 2011. It is anticipated that awards from the first round of applications will be made in early April.

Due to the number of Tier I & II schools eligible for funding, it is anticipated that all available funds will be used to serve Tier I and/or Tier II schools. However, if funds remain available after all applications for Tier I and II schools have been reviewed and awards have been made, the department will conduct a second round of applications for LEAs to apply to serve Tier III schools. If the department holds a second round of applications, the LEAs with eligible schools will be notified of the application deadlines at that time.

E. Eligible LEAs and Schools

An LEA is eligible to receive a SIG grant if it has at least one school on the list of eligible schools. Schools that are eligible for funding are those listed on the list of Tier I, Tier II, and Tier III schools as determined by the state according to the final requirements of the SIG grants. Priority for funding must go to Tier I and Tier II schools. LEAs with Tier I and/or Tier II schools must commit to serve at least one Tier I or Tier II school before applying to serve a Tier III school. The department must ensure that all Tier I and Tier II schools that LEAs commit to serve are funded before awarding any funds to Tier III schools. (See questions H-5 through H-13 in the guidance.) The following chart summarizes the requirements.

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 <i>OR</i> at least one Tier II school
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 <i>OR</i> at least one Tier II school
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
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

F. Required School Improvement Models for Tier I and Tier II Schools

To receive SIG funding, a Tier I or Tier II school *must* implement one of four intervention models – Turnaround, Transformation, Restart, or Closure. An overview of each model is provided here, but the applicant is strongly encouraged to carefully read the final requirements and the guidance for specific requirements of each model before submitting an application.

Turnaround Model Overview

- **Teachers & Leader**
 - Replace principal
 - Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
 - Implement strategies to recruit, place and retain staff
- **Instructional and Support Strategies**
 - Select and implement an instructional model based on student needs
 - Provide job-embedded PD designed to build capacity and support staff
 - Ensure continuous use of data to inform and differentiate instruction
- **Time and Support**
 - Provide *increased learning time* (for staff and students)
 - Social-emotional and community-oriented services and supports
- **Governance**
 - New governance structure
 - Grant operating flexibility to school leader

Transformation Model Overview

- **Teachers and Leaders**
 - Replace principal
 - Implement new evaluation system
 - Developed with staff
 - Uses student growth as a significant factor
 - Identify and reward staff who are increasing student outcomes; support and then remove those who are not
 - Implement strategies to recruit, place and retain staff
- **Instructional and Support Strategies**
 - Select and implement an instructional model based on student needs
 - Provide job-embedded professional development designed to build capacity and support staff
 - Ensure continuous use of data to inform and differentiate instruction
- **Time and Support**
 - Provide *increased learning time* (for staff and students)
 - Provide ongoing mechanism for community and family engagement
 - Partner to provide social-emotional and community-oriented services and supports
- **Governance**
 - Provide sufficient operating flexibility to implement reform
 - Ensure ongoing technical assistance

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Restart Model Overview

Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process**.

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.

Closure Model Overview

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module--Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Note: A Tier I or Tier II school that implements either the Turnaround Model or the Restart Model may also receive a waiver to “start over” in the AYP school improvement timeline. A school that “starts over” will not be identified with an AYP level for the 2011-2012 school year. If it misses AYP based on the spring 2012 SBAs, it will be considered to be at AYP Level 1 for 2012-2013. A school must make progress toward its annual goals in its SIG application and continue to receive SIG funding for 2012-2013 and 2013-2014 in order to remain on the “start over” AYP timeline. If the school discontinues implementing the planned model or does not continue to receive SIG funds, the school will be designated at the AYP level that it would have been in the absence of implementing the model and receiving the waiver to “start over” in the AYP timeline.

G. Services for Tier III Schools

While there are no required school improvement intervention models for Tier III schools, an LEA must choose the strategies it will implement in the Tier III schools it commits to serve that are research-based and designed to address the particular needs of the Tier III schools. The strategies chosen must address one or more of the domains described in the Self-Study Tool for Alaska Schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).

H. Evaluation Criteria and Review Process

The department will convene a panel of reviewers to evaluate the LEA applications according to the criteria as described in the Application Instructions section. The overall LEA application will be rated on the specified criteria. Each school application supplement will be reviewed on its model-specific criteria. In order to be recommended for funding, both the overall LEA application and an individual school supplement application must receive at least 60% of the possible total points and all required elements must be addressed. ***An LEA application that receives a score of 0 on any required element will not be funded.*** The panel of reviewers will make recommendations on each individual school plan as well as on the overall LEA application, and, for any elements that receive a rating of less than 3, the district must submit

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additional information before funding will be awarded. See Section II of this packet for the LEA and School Level Application Criteria. The panel may recommend funding any one or more individual school plans in the LEA plan, and may make recommendations on the amount of funding requested.

I. Priority for Funding

The department is required to give priority for funding to Tier I and Tier II schools. Before determining availability of funds for any Tier III schools, the department will accept applications for Tier I and Tier II schools in the first round of applications. If, after the first round of applications have been reviewed and grants have been awarded it is determined that additional funding is available to serve Tier III schools, then the department will accept applications for Tier III schools in a second round of applications.

Within the applications for Tier I and Tier II schools, each Tier I or Tier II school with a school index value of less than 90 that is proposing to implement a transformation, turnaround, or restart model will receive two additional percentage points after the percentage of total possible points for the selected intervention model has been calculated. Within Tier III, each school that did not have more than 25 FAY students and therefore did not qualify for Tier I and each school at AYP Level 4 or 5 will receive two additional percentage points after the percentage of total possible points has been calculated.

J. Reporting Requirements

Data will be collected for the US Department of Education on each school that receives a SIG grant. The state will report a list of all LEAs that received a SIG grant and the amount of the grant, and will post all applications received for SIG grants, including those that are not funded. It will also report the list of schools in each LEA that were served, and the amount of funds or value of services received. Additional reporting metrics are required and will be reported for each Tier I or Tier II school that is served. Most of the data is already collected and reported by the state, but the following reporting metrics are new for the SIG program and must be annually reported by schools receiving a SIG grant:

- 1) Which intervention the school used (*i.e.*, turnaround, restart, school closure, or transformation);
- 2) Number of minutes within the school year (based on the actual time school is in session);
- 3) Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- 4) Number and percentage of students completing advanced coursework (*e.g.*, AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- 5) Teacher attendance rate.

See the complete list of reporting metrics, both for achievement indicators and leading indicators, in III.A.3. of the final requirements.

K. Assurances and Waivers

The LEA must sign the Assurances and Waivers Signature Page of the application and indicate which waivers, if any, will be implemented.

L. Conditions of Grant award

Evaluation of Grantee performance / continuation of funding:

Entities receiving federal funds are required to meet all necessary reporting requirements of the grant. In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written

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or negotiated in the approved grant proposal. Failure to provide the requested performance reports; report and evaluate on all activities as proposed; and implement the grant as written; could result in the loss of funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the proposal is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; or does not demonstrate a clear need for the allotted level of grant support. This includes access to unexpended funds at the end of each fiscal year.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the grantee for approved grant expenses incurred up to the notification of termination. This grant is subject to federal appropriations and may be reduced or terminated based on federal appropriated funds in any given fiscal year.

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the proposal reviews.

After the completion of grant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will set out the names of all applicants and identify the proposal(s) selected for award.

The state reserves the right to modify annual awards based on the actual amount of congressional appropriation towards this grant program.

M. Appeals Process

Any appeals must be filed no later than 30 calendar days after receiving Notice of Intent to Award. The appeals process is outlined on the legislative website at

- a) Go to: <http://www.legis.state.ak.us/cgi-bin/folioisa.dll/aac>
- b) Select TITLE 4 Education and Early Development
- c) Scroll down to 40. Appeals of Decisions to Deny or Withhold Funding. (4 AAC 40.010 – 4 AAC 40.050)

N. Technical Assistance

Documents and resources to assist districts in submitting a SIG application will be found on the department website at <http://www.eed.state.ak.us/stim/home.html> under “ARRA Title I School Improvement 1003(g) Grants.” In addition to the final requirements and the guidance from the US Department of Education, the following resources are posted and other will be posted as they become available:

- *Handbook on Effective Implementation of School Improvement Grants* from the Center on Innovation and Improvement
- *Self-Study Tool for Alaska Schools: Evaluating Instructional Effectiveness through Six Domains* prepared in collaboration with the department, Education Northwest, and the Alaska Comprehensive Center

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- *Selecting the Intervention Model and Partners/Providers for a Low-Achieving School*, a decision-making and planning tool from the Center on Innovation & Improvement
- *Turnaround Teacher and Leader Competencies and Selection Toolkits*, from the Chicago Public Education Fund
- Links to the Alaska Parent Information and Resource Center (AKPIRC) at www.akpirc.org

A series of audio conferences have been scheduled to provide information and assistance in developing applications for SIG 1003(g) grants. The SIG Overview Audio Conference will include the definition for the persistently lowest-achieving schools, the priorities for funding, and the overview of the 4 required intervention models. Each district intending to submit an application must attend at least one technical assistance SIG overview audio conference prior to submitting an application. Districts are strongly encouraged to also attend the audio conference specific to each intervention model for Tier I or Tier II schools that they are planning to serve. See the timeline for the schedule of audio conferences. The call in information for each audio conference is **1-800-315-6338, passcode 2970#**.

O. Timeline for Applications

RFA Released (tentative date, dependent upon US ED approval)	January 24, 2011
SIG Overview Audio Conference	January 24, 2011, 3:30 PM
SIG Transformation & Turnaround Model Audio Conference	January 25, 2011, 10:30 AM
SIG Restart & Closure Model Audio Conference	scheduled upon request
SIG Q&A Audio Conference	February 8, 2011, 10:30 AM
Round 1: LEA Application for Tier I and Tier II Schools.....	Due February 25, 2011
Grant Review Period.....	March 1-11, 2011
Notice of Intent to Award	March 14, 2011
Grant Funding Begins	April 15, 2011
Round 2: LEA Application for Tier III Schools (depending on funding availability)	TBD
Full Implementation of School Improvement model begins for Tier I and II	Fall, 2011

P. Submission of Application

Electronic Submission: The department strongly prefers to receive an LEA's School Improvement Grant application electronically. The district should submit it to the following address:

Lauri.Bates@alaska.gov

In addition, the LEA must submit a paper copy of the cover page signed by the LEA's authorized representative to the address listed below (mailed on or before the due date of the application).

Paper Submission: In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

Lauri Bates, Education Program Assistant
Alaska Department of Education & Early Development
801 W 10th Street, PO Box 110500, Juneau, AK 99811-0500

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II. SCHOOL IMPROVEMENT GRANTS (SIG) INSTRUCTIONS & EVALUATION CRITERIA

A. Directions & Checklist

A complete LEA application consists of Section III of this application packet, a budget and budget narrative for the LEA that includes all school budgets, the applicable application supplement for each school plan, and the required attachments for each school plan. The following checklist will assist the district in submitting a complete application.

*This section is for your use only. **Do not** submit this section with the application.*

- LEA SIG Application (Section III of this document, pages 25-31)
 - Application Cover Page, signed by the district superintendent
 - Application Required Elements
 - Assurances and Waivers Signature Page
- LEA SIG Budget & Budget Narrative (Include complete budget for 3 years plus pre-implementation period for all schools the LEA commits to serve, using Budget and Narrative form #05-07-071 found on the department website under Forms & Grants.)
- Application Supplement for each Tier I or Tier II school with following attachments:
 - SBA Data for 2007-2008, 2008-2009, & 2009-2010 (using Report Card format from DIASA)
 - School Report Card for 2009-2010 showing attendance and graduation rates
 - Any completed domains from the Self Study Tool for Alaska Schools
 - Any other data analyzed to determine the school's needs (optional)
- Application Supplement for each Tier III school with the following attachment:
 - School Improvement Plan for 2011-2012

B. LEA Application Evaluation Criteria

The following criteria will be used by the reviewers to evaluate the LEA application as a whole. Individual school plans will each be evaluated separately according to the type of intervention planned. The quality of the individual school plan ratings will be incorporated into the first element of the overall LEA application evaluation. In order for the overall LEA application to be recommended for funding, the overall application must receive at least 60% of the total possible points and all required elements must be addressed. ***An LEA application that receives a score of 0 on any required element will not be funded.*** Depending on reviewers' recommendations and available funding, the LEA overall application may be recommended for funding, yet one or more individual school plans submitted may not be recommended for funding, or may be recommended for a different amount of funding.

<i>LEA Overall Application</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA overall application				
1. LEA has provided a complete application with all required elements addressed for each Tier I or Tier II school it commits to serve (Round 1), or LEA has provided complete information in the Tier III supplement for each Tier III school it commits to serve (Round 2). Each school supplement plan has minimum point score of 60% of the total possible points, and no required elements received 0 points.	0	2	6	10
2. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I and Tier II school in the LEA's application, addressing specifically the area of human capacity at the district level and the ability to recruit and retain qualified and effective principals and teachers.	0	1	3	5
3. LEA has clearly articulated its capacity to provide adequate resources and support to each Tier I and Tier II school in the LEA's application, addressing the ability to provide direct support and to contract with external providers, as needed.	0	1	3	5
4. LEA has provided reasonable assurance of its ability to overcome any barriers in implementing the selected school intervention models, including changing any policies, procedures, or negotiated agreements. Statements or evidence of support has been provided by the teachers' union, the school board, staff, or parents as applicable.	0	1	3	5
5. LEA's record of previous actions taken to improve achievement in its schools and use of federal grants awarded to the district within the past two school years support the LEA's articulated capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in the LEA's application.	0	1	3	5
6. LEA has sufficiently explained why it does not have the capacity to serve each of its Tier I schools, addressing all applicable areas. The explanation of lack of capacity supports the LEA's description of the capacity it does have to serve the schools that it has committed to serve.	0	1	3	5
7. LEA overall application and individual school plans demonstrate a likelihood that the proposed reform efforts will succeed.	0	1	3	5

8. LEA’s rigorous process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing.	0	1	3	5
9. LEA has provided a reasonable plan for sustaining the reforms in Tier I and Tier II schools after the funding period ends.	0	1	3	5
10. LEA has provided a comprehensive, realistic budget aligned with the components of the selected intervention models to serve all schools throughout the period of funding availability.	0	1	3	5
11. LEA provided documentation of appropriate consultation with stakeholders and has submitted a signed cover page and assurances & waivers page.	0	1	3	5
TOTAL POINTS POSSIBLE	60			
PERCENT of TOTAL POINTS POSSIBLE				

C. SCHOOL LEVEL APPLICATION CRITERIA – Transformation Model

The following criteria will be used by the reviewers to evaluate each school level Transformation Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. **An LEA or school application that receives a score of 0 on any required element will not be funded.**

Transformation Model Criteria	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
1. All required data is provided (SBAs, attendance & grad rates, ELP assessment).	0	1	3	5
2. School will operate a SW program in 2011-2012.	N/A	No (needs revision)	Yes	N/A
3. Additional data has been identified and analyzed.	0	1	3	5
4. Needs identified from data provided match data analysis provided.	0	1	3	5
5. Intervention model chosen is supported through data analysis and shows likelihood of addressing identified needs.	0	1	3	5
6. LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
7. LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
8. Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	N/A	No (needs revision)	Yes	N/A
9. LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
1. LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
2. LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
3. LEA has clearly described how it will monitor the progress of its Tier I and Tier II schools that receive SIG funds.	0	1	3	5
Implementation of Transformation Model				
(I) Developing Teacher & Leader Effectiveness – Required Activities				
(A) Replace the principal who led the school prior to commencement of the transformation model.	0	1	3	5

(B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.	0	1	3	5
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.	0	1	3	5
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	0	1	3	5
(2) Comprehensive Instructional Reform Strategies – Required Activities				
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	0	1	3	5
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
(3) Increasing Learning Time – Required Activities				
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in I.A.3 of the Final Regulations).	0	1	3	5
(B) Provide ongoing mechanisms for family and community engagement.	0	1	3	5
(4) Providing Operational Flexibility and support – Required Activities				
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	0	1	3	5
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	0	1	3	5

Transformation Model – Permissible Activities				
All permissible activities, if proposed, have been described completely and are aligned with and enhance the model.	N/A	No (needs revision)	Yes	N/A
Budget & Resources				
1. Budget provided is reasonable for the transformation model activities described and the size of the school. (See Section C.1. Projected Total Available for Awards in this RFA for estimated funding ranges.)	0	1	3	5
2. Budget realistically estimates the cost of implementing the transformation model for the entire grant period, including any pre-implementation activities.	0	1	3	5
3. Budget narrative clearly aligns with components of transformation model, including any pre-implementation activities. All proposed activities and expenses, including any pre-implementation activities, are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement.	0	1	3	5
4. Funding sources and amounts are provided for the baseline year and all three school years of full implementation.	0	1	3	5
5. LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
Total Points Possible	130			
Percent of Total Points Possible				
Priority percentage points (2%) for school with School Index value for 2009-2010 less than 90				
TOTAL PERCENTAGE SCORE				

D. SCHOOL LEVEL APPLICATION CRITERIA – Turnaround Model

The following criteria will be used by the reviewers to evaluate each school level Turnaround Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. **An LEA or school application that receives a score of 0 on any required element will not be funded.**

<i>Turnaround Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
1. All required data is provided (SBAs, attendance & grad rates, ELP assessment).	0	1	3	5
2. School will operate a SW program in 2011-2012.	N/A	No (needs revision)	Yes	N/A
3. Additional data has been identified and analyzed.	0	1	3	5
4. Needs identified from data provided match data analysis provided.	0	1	3	5
5. Intervention model chosen is supported through data analysis and shows likelihood of addressing identified needs.	0	1	3	5
6. LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
7. LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
8. Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	N/A	No (needs revision)	Yes	N/A
9. LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
1. LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
2. LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
3. LEA has clearly described how it will monitor the progress of its Tier I and Tier II schools that receive SIG funds.	0	1	3	5
Implementation of Turnaround Model				
Required Activities				
(i) Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform.	0	1	3	5

(ii) Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model.	0	1	3	5
(iii) Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	0	1	3	5
(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.	0	1	3	5
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	0	1	3	5
(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	0	1	3	5
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	0	1	3	5
(viii) Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).	0	1	3	5
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.	0	1	3	5
All permissible activities have been described completely and are aligned with and enhance the model.	N/A	No (needs revision)	Yes	N/A
Budget & Resources				
1. Budget provided is reasonable for the turnaround model activities described and the size of the school. (See Section C.1. Projected Total Available for Awards in this RFA for estimated funding ranges.)	0	1	3	5
2. Budget realistically estimates the cost of implementing the turnaround model for the entire grant period, including any pre-implementation activities.	0	1	3	5
3. Budget narrative clearly aligns with components of turnaround model, including any pre-implementation activities. All proposed activities and expenses, including any pre-implementation activities, are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement.	0	1	3	5

4. Funding sources and amounts are provided for the baseline year and all three school years of full implementation.	0	1	3	5
5. LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
Total Points Possible	120			
Percent of Total Points Possible				
Priority percentage points (2%) for school with School Index value for 2009-2010 less than 90				
TOTAL PERCENTAGE SCORE				

E. SCHOOL LEVEL APPLICATION CRITERIA – Restart Model

The following criteria will be used by the reviewers to evaluate each school level Restart Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Restart Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
1. All required data is provided (SBAs, attendance & grad rates, ELP assessment).	0	1	3	5
2. School will operate a SW program in 2011-2012.	N/A	No (needs revision)	Yes	N/A
3. Additional data has been identified and analyzed.	0	1	3	5
4. Needs identified from data provided match data analysis provided.	0	1	3	5
5. Intervention model chosen is supported through data analysis and shows likelihood of addressing identified needs.	0	1	3	5
6. LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
7. LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
8. Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	N/A	No (needs revision)	Yes	N/A
9. LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
1. LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year. (Note: US ED Guidance, question F-2, allows that certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement and high school graduation rates through effective implementation of a model, will occur later in the process of implementing a model.)	0	1	3	5
2. LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
3. LEA has clearly described how it will monitor the progress of its Tier I and Tier II schools that receive SIG funds.	0	1	3	5
Implementation of Restart Model LEA converts a school or closes and reopens under a charter school operator.				
Required Activities				
1. LEA has clearly described how it will engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school.	0	1	3	5

2. LEA has described how it will require a prospective operator to demonstrate that its strategies are research-based.	0	1	3	5
3. LEA has described how it will require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with Alaska's grade level expectations.	0	1	3	5
4. LEA has described how it will require a prospective operator to demonstrate a healthy fiscal history.	0	1	3	5
5. LEA has described how it will require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services.	0	1	3	5
6. LEA has described how it will require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological.	0	1	3	5
7. LEA has described how it will develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator accountable for meeting the final requirements for SIG fund expenditures.	0	1	3	5
8. LEA has described how it will ensure that the charter school operator is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program.	0	1	3	5
9. LEA has described how it will assure that all former students are allowed to be enrolled in the school that has selected the restart model.	0	1	3	5
Budget & Resources				
1. Budget provided is reasonable for the restart model activities described and the size of the school. (See Section C.1. Projected Total Available for Awards in this RFA for estimated funding ranges.)	0	1	3	5
2. Budget realistically estimates the cost of implementing the restart model for the entire grant period, including any pre-implementation activities.	0	1	3	5
3. Budget narrative clearly aligns with components of restart model, including any pre-implementation activities. All proposed activities and expenses, including those for pre-implementation, are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement.	0	1	3	5
4. Funding sources and amounts are provided for the baseline year and all three school years of full implementation.	0	1	3	5
5. LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
Total Points Possible	120			
Percent of Total Points Possible				
Priority percentage points (2%) for school with School Index value for 2009-2010 less than 90				
TOTAL PERCENTAGE SCORE				

F. SCHOOL LEVEL APPLICATION CRITERIA – Closure Model

The following criteria will be used by the reviewers to evaluate each school level Closure Model application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Closure Model Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
LEA Analysis of Needs & LEA Capacity				
1. All required data is provided (SBAs, attendance & grad rates, ELP assessment).	0	1	3	5
2. Additional data has been identified and analyzed.	0	1	3	5
3. Needs identified from data provided match data analysis provided.	0	1	3	5
4. Intervention model chosen is supported through data analysis and shows likelihood of addressing identified needs.	0	1	3	5
5. LEA has clearly articulated its capacity to implement each component of the selected model.	0	1	3	5
6. LEA has clearly identified any potential barriers to implementing any components of the selected model and how those barriers will be overcome.	0	1	3	5
7. Pre-implementation activities, if proposed, are allowable and will support full implementation of the model.	N/A	No (needs revision)	Yes	N/A
8. LEA has described a reasonable plan for sustaining the reform efforts after the funding period ends.	0	1	3	5
Timeline, Goals & Monitoring				
1. LEA has clearly described a timeline for the implementation of the model. The model is implemented beginning in the 2011-2012 school year.	0	1	3	5
2. LEA has clearly described how it will monitor the progress of its Tier I and Tier II schools that receive SIG funds.	0	1	3	5
Implementation of Closure Model LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.				
Required Activities				
1. LEA has described the process by which the district will close the school.	0	1	3	5
2. LEA has described how parents and community members will be notified and involved in the decision for school closure.	0	1	3	5
3. LEA described how it will decide which other schools are in reasonable proximity to the closed school in order to receive its former students.	0	1	3	5
4. LEA described how it will decide which of the nearby schools are higher achieving than the closed school.	0	1	3	5
5. LEA described how it will assure that all former students are allowed to be enrolled in a new school.	0	1	3	5

6. LEA described in what ways parents will be notified of the school closure and of their children's new school destination.	0	1	3	5
Budget & Resources				
1. Budget provided is reasonable for the closure model activities described and the size of the school. (See Section C.1. Projected Total Available for Awards in this RFA for estimated funding ranges.)	0	1	3	5
2. Budget realistically estimates the cost of implementing the closure model for the entire grant period, including any pre-implementation activities.	0	1	3	5
3. Budget narrative clearly aligns with components of closure model, including any pre-implementation activities. All proposed activities and expenses, including any pre-implementation activities, are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement.	0	1	3	5
4. Funding sources and amounts are provided for the baseline year and the school year(s) of full implementation.	0	1	3	5
5. LEA has clearly described how other resources align with and enhance the intervention model chosen.	0	1	3	5
TOTAL POINTS POSSIBLE	100			
Percent of Total Points Possible				

G. SCHOOL LEVEL APPLICATION CRITERIA – Tier III School

The following criteria will be used by the reviewers to evaluate each school level Tier III School application supplement. In order to be considered for funding, a school plan must receive at least 60% of the total possible points before any priority points and all required elements must be addressed. *An LEA or school application that receives a score of 0 on any required element will not be funded.*

<i>Tier III School Criteria</i>	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
Strategies Address Needs				
1. Strategies to be implemented or services to be received address one or more of the six domains for instructional effectiveness.	0	1	3	5
2. Strategies to be implemented or services to be received shows likelihood of addressing identified needs in the School Improvement Plan.	0	1	3	5
Goals & Monitoring				
1. LEA has clearly described reasonable & achievable goals for the school in language arts, mathematics, and graduation rate (as applicable).	0	1	3	5
2. LEA has clearly described how it will monitor the progress of its schools that receive SIG funds.	0	1	3	5
Budget & Resources				
1. Budget provided is reasonable for the Tier III school activities described and the size of the school. (See Section C.1. Projected Total Available for Awards in this RFA for estimated funding ranges.)	0	1	3	5
2. Budget realistically estimates the cost of implementing the strategies for the entire grant period.	0	1	3	5
3. Budget narrative clearly aligns with strategies or services described.	0	1	3	5
Total Points Possible	35			
Percent of Total Points Possible				
Priority percentage points (2%) for school not having more than 25 FAY and/or designated at AYP Level 4 or 5 for 2010-2011.				
TOTAL PERCENTAGE SCORE				

**III. LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
APPLICATION COVER SHEET
for 2011-2012 School Year Implementation**

District Name: _____

Address: _____

City: _____ **State:** AK **Zip:** _____

District Contact data for the School Improvement 1003(g) Grant

Contact Name: _____

Position: _____

Address: _____

City: _____ **State:** AK **Zip:** _____

Phone: _____ **FAX:** _____

Email: _____

District Signature

District Superintendent (Printed Name):

Telephone:

X

Signature of the Superintendent:

Date:

The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement 1003(g) Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.

LEA SCHOOL IMPROVEMENT GRANTS 1003(g) APPLICATION ELEMENTS

Section numbers may be referenced to the required element in the final requirements and USED SIG application document.

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

List each Tier I, Tier II, and Tier III school the district commits to serve and identify the school intervention model that the district will use in each Tier I and Tier II school. Use the chart below or attach a separate chart.

NOTE: An LEA 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.

SCHOOL NAME	AK School ID Number (#####)	Tier (I, II, or III)	INTERVENTION MODEL (TIER I AND II ONLY)			
			Trans-formation	Turn-around	Restart	Closure

B.1. LEA CAPACITY: LEA capacity to provide adequate resources and support to all Tier I and Tier II schools that the LEA is planning to serve.

Please address the capacity of the LEA to provide adequate resources and support to all Tier I and Tier II schools listed above. Address each area:

- a. **Human Capacity:** Describe the qualifications and staff availability at the district office to provide support to the schools and the district’s ability to recruit and retain qualified teachers and principals with the skills needed to implement the applicable model.

- b. **Capacity to provide support:** Describe the ability of the district to provide support to the schools in implementing instructional changes, providing professional development, and any other areas of assistance needed by the schools, including the ability to contract with external providers for services (as applicable).

- c. **Policies or procedures:** Describe the need and the LEA's ability to change any policies or procedures that may create barriers to implementation. Include evidence or a statement of support for such changes, as applicable, from the teachers' union, school board, staff, and parents.

- d. **LEA needs:** Describe any LEA needs for additional assistance from the state.

- e. **Previous efforts:** Describe the LEA's previous efforts and results in implementing strategies to improve student achievement and the LEA's application for and use of other federal funds during the prior two school years.

B.2. LEA CAPACITY: Tier I School(s) that the LEA is not planning to serve.

If the LEA is not applying to serve each Tier I school, please explain why. Be specific and address each of the areas human capacity, capacity to provide support, policies or procedures, and LEA needs that are applicable to the district's lack of capacity to serve all Tier I schools.

B.3. EXTERNAL PROVIDERS: LEA process to recruit, screen and select external providers.

Describe the district’s rigorous process for recruiting, screening, and selecting any external providers that will be used to provide support to the schools. The screening process must verify that a provider has a meaningful plan for contributing to the reform efforts in the school, will implement strategies that are research-based, has a record of success in similar schools, has a healthy fiscal history, and has the capacity to implement the strategies it is proposing. (External providers may be used to provide technical expertise in implementing various components of the intervention model such as helping a school evaluate its data and determine changes that are needed, providing job-embedded professional development, assisting in curriculum alignment, designing teacher and principal evaluation systems that rely on student data, etc.)

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

For each Tier I and Tier II school that the LEA commits to serve, the LEA must complete the LEA Application Supplement related to the specific school improvement model to be implemented in the school (Turnaround, Transformation, Restart, or Closure). The application supplement must describe:

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA 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 application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school (described above in B.2).
- (3) The LEA 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 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 application.

- (5) The LEA 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.

For each Tier III school that the LEA commits to serve, the LEA must submit a Tier III Supplement along with a School Improvement Plan for 2011-2012 that highlights the services to be received with these funds. Include budget information for each Tier III school in the LEA budget for these funds. The plan must describe:

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement, and which of the six domains for instructional effectiveness will be addressed by the services or activities.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

B.8. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group that had members present, and the general discussion or feedback received at the meeting.

Meeting Topic	Date & Time	Parents & Community	Teachers & Staff	School Administrators	School Board	District Staff	Other	General discussion or feedback received

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

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

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

NOTE: An LEA’s budget must cover all three years of the grant, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA’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. The minimum LEA budget is \$50,000 per year multiplied by the number of schools served

application.

1. Complete the following budget overview chart

District SIG Budget Overview	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Full Implementation School Year			
School Name					
Total Budget					

- 2. Attach a complete budget and narrative for each school for the any pre-implementation activities planned through June 30, 2011, plus all three years, 2011-2012, 2012-2013, and 2013-2014 for which SIG funding is requested. Please note that pre-implementation activities may continue after June 30, 2011, but those activities would be funded during the 2011-2012 fiscal year budget. The budget for each school served may include district level expenses that are used to support or provide services to the school. Use the Budget and Narrative Form #05-07-071 found on the department website under Forms & Grants:**

<http://www.eed.state.ak.us/forms/home.cfm>

LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
Assurances and Waivers Signature Page

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.

The LEA assures that it will—

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

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant:

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

- “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.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date

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Appendix A

Alaska's Definition of Persistently Lowest Achieving Schools

Overview of Criteria for Tiers

Tier I

Any Title I School at Level 2 or above (in improvement, corrective action, or restructuring) for 2010-2011 with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that:

- ✓ Is among the lowest-achieving 5%, or 5, whichever number is greater (6 schools in Alaska) of those schools; or,
- ✓ Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Tier II

Any secondary school with more than 25 FAY students tested on the SBAs in 2009-2010 and 2008-2009 that is either eligible for but did not receive Title I, Part A funds in 2010-2011 or any Title I secondary school (did receive Title I, Part A funds in 2010-2011) not on the Tier I list, that is in the bottom 20% of all schools in the state based on proficiency rates or has not made AYP for two consecutive years that:

- ✓ Is among the lowest-achieving five percent, or 5, whichever number is greater (5 schools in Alaska) of those schools; or
- ✓ Is a school that includes grade 12 that has had a graduation rate of less than 60 percent for 3 years

Tier III

Any Title I school at Level 2 or above that is not a Tier I or Tier II school and any schools excluded from the Tier I or Tier II pool who had 25 or fewer FAY students.

Definitions of Relevant Terms

- **Secondary school** – schools with grades 7 through 12, or any appropriate combination of grades within this range (AS 14.03.070). Secondary schools include K-12 schools, middle schools, junior high schools, and high schools. K-8 schools are designated as elementary schools.
- **Number of years for determining academic proficiency** – the state will determine academic proficiency over two years, based on test scores from 2008-2009 and 2009-2010.
- **Number of years for determining graduation rate** – the state will determine graduation rates based on three years, 2007-2008, 2008-2009, and 2009-2010. A secondary school that includes grade 12 will be considered to be persistently low achieving when it has a graduation rate of less than 60% for all three years.
- **Full Academic Year (FAY)** – the state will include students in the academic proficiency calculations who have been enrolled in the school for the full academic year (FAY) as defined in the state's Accountability Workbook.
- **Standards Based Assessments (SBAs)** – the state Standards Based Assessments in reading, writing, and math on which the academic proficiency and adequate yearly progress (AYP) for reading/language arts and math is based.
- **School Index Point Value** – the score given to each school in the state that reflects progress made on the SBAs by individual students in the school across a period of two test administrations. See "Lack of Progress" description for more information.

Method used to determine academic proficiency

The state is using the adding ranks method to determine academic proficiency on the state's assessments (SBAs) in reading/language arts and mathematics, combined. All schools that have more than 25 FAY students in each assessment year will be ranked from highest to lowest for each year in each content area with the highest performing school in the given content area and test administration receiving a rank of 1. Those 4 ranks (2 years for each of 2 content areas) will be added to determine a combined rank. Using the combined rank, the schools will be re-ranked so the highest performing school has a rank of 1. This same method is used to rank all schools in the state to determine those in the lowest quintile (20%) of performance according to proficiency on the SBAs.

Lack of Progress

The state will use the school index point value to determine lack of progress. Schools that have a school index point value of less than 90 will be considered to be lacking in progress. The school index point value is a score that is given to each school that reflects the progress made by individual students in the school. The school index point value was originally created as a measurement of a schools' growth in order to award financial bonuses through the Performance Incentive Program to reward staff in schools that achieved significant growth. Each student who takes the SBAs is given a point value that compares that student's proficiency level to the proficiency level on the prior year's test and measures the student's growth or decline in achievement. All of the individual FAY student point values are totaled and then divided by the total number of FAY students who attempted the test during both administrations to get the school growth index score. The value table created to implement this legislation provides a range of school growth index scores from 0 to 200. Schools that receive a score of 85 or less are considered to be declining in achievement. State regulation 4 AAC 06.872 uses the school index point value of less than or equal to 85 as one measure to identify schools that are lowest performing and must receive additional analysis by the state to determine the reasons for lack of progress in the school. The school index point value is described completely in regulation 4 AAC 33.540.

Weighting

The state did not apply any weighting criteria in determining the list of persistently lowest achieving schools.

Lowest 5%

The number of Tier I schools in the lowest 5% is 6. Alaska has 122 Title I Schools in improvement, corrective action or restructuring (at AYP Level 2 or above) for 2010-2011 based on the 2009-2010 SBA results.

The number of Tier II schools in the lowest achieving 5% is 5. The number of schools in the pool for Tier II, using the waiver to allow inclusion of Title I participating secondary schools, is 100, so the minimum number of lowest achieving schools is 5. (The Tier II pool uses the waiver flexibility to include Title I secondary schools not already identified in Tier I that either have not made AYP for at least two consecutive years; or are in the state's lowest quintile of performance based on proficiency on the state's assessments in reading/language arts and math, combined).

Waivers and Excluded Schools

Alaska is using the flexibility provided by two waivers.

Exclude Schools below a "Minimum n"

Pursuant to the flexibility granted by this waiver, schools were excluded from the pool of potential Tier I and Tier II schools that had 25 or fewer FAY students in the "all students group" in one or both assessment years. This exclusion includes schools that did not have any test data for 2008-2009 and/or 2009-2010, very small schools that might reveal personally identifiable information if included on the list, and "feeder" schools for other schools that carry the AYP designation of the schools they feed. Any schools that were excluded from the pool of schools from which it identified the persistently lowest achieving schools in Tier I or Tier II are included on the list of Tier III schools. The "minimum n" size of 25 FAY students was chosen as it is consistent with the state's Accountability Workbook. According to the state's Accountability Workbook, a subgroup must have more than 25 students in order to be considered for determining adequate yearly progress (AYP). The "minimum n" size for the subgroup is applied in order to ensure that the data on which a school's progress is measured is valid and reliable.

Include Title I Secondary Schools in Tier II

Pursuant to the flexibility granted by this waiver, Alaska will include the following schools in the pool of schools under consideration for Tier II: A secondary school that is either eligible for but did not receive Title I, Part A funds in 2010-2011 or any Title I secondary school (did receive Title I, Part A funds in 2010-2011) not identified for Tier I that is in the bottom 20% of all schools in the state based on proficiency rates on the state's SBAs in reading/language arts and mathematics combined or has not made AYP for two consecutive years. This waiver expands the pool of schools under consideration for Tier II from 55 to 100.

Newly Eligible

Alaska is not identifying any schools in any Tier through the Newly Eligible criteria authorized by Congress.

Steps to determine the list of schools in Tier I, Tier II, and Tier III

For Tier I:

1. Start with the list of Title I schools at Level 2 or above for 2010-2011.
2. Determine the total number of schools in the pool and the number that represents the lowest 5%, or 5, whichever is higher. There are 122 schools in the pool, so there will be 6 schools in the lowest 5%.
3. Exclude schools from the ranking process that have 25 or fewer FAY students in each test year (2008-2009 and 2009-2010).
4. Rank order the remaining schools on the percent proficient or above of the full academic year (FAY) students in the all students group for each of the following: (rank of 1 = highest percent proficient)
 - ✓ Language arts for 2010
 - ✓ Language arts for 2009
 - ✓ Math for 2010
 - ✓ Math for 2009
5. Add the 4 ranking numbers for each school to create a combined rank.
6. Re-rank based on the combined ranking (rank of 1 = highest rank in reading/language arts and math combined).
7. Determine schools that showed some progress in language arts and in math from 2009 to 2010 (those that had a school index point value of greater than or equal to 90).
8. Remove all schools from consideration for the lowest 5% of achieving schools according to proficiency for Tier I that showed progress according to Step 7.
9. Identify the 6 schools that are the lowest 5% from the schools that remain (count up from the bottom starting with the highest number by rank). Mark these as “Low 5” schools in Tier I. (Note for 2010-2011: If any of the six lowest schools were awarded SIG grants for 2010-2011, exclude those schools from the Low 5 and continue counting up from the bottom until six schools have been identified in the Low 5%.)
10. To complete the list of schools in Tier I add any high school from the ranked group of schools from the original list of 122 (including K-12 schools) that had a graduation rate of *less than* sixty percent for 2008, 2009 and 2010. Mark these as “GRAD” schools in Tier I.

For Tier II:

1. Start with the list of Title I eligible, but not participating secondary schools for 2010-2011.
2. Add any Title I participating secondary schools in 2010-2011 not identified as Tier I that are in the bottom 20% of all schools in the state based on proficiency rates on the state’s SBAs in reading/language arts and mathematics combined or who have not made AYP for two consecutive years.
3. Determine the total number of schools in the pool for potential consideration as Tier II and the number that represents the lowest 5%, or 5, whichever is higher. There are 100 schools in the Tier II pool, so there will be 5 schools in the lowest 5%.
4. Complete steps 3-8 as shown in Tier I.
5. Identify the 5 schools that are the lowest 5% from the schools that remain (count up from the bottom starting with the highest number by rank). Mark these as “Low 5” schools Tier II. (Note for 2010-2011: If any of the six lowest schools were awarded SIG grants for 2010-2011, exclude those schools from the Low 5 and continue counting up from the bottom until six schools have been identified in the Low 5%.)
6. To complete the list of schools in Tier II, add any high school from the ranked group of schools from the original Tier II pool (including K-12 schools) that had a graduation rate of less than sixty percent for 2008, 2009, and 2010. Mark these as “GRAD” schools in Tier II.

For Tier III

Include in Tier III all schools from the original pools of schools under consideration for Tier I that were not identified as Tier I or Tier II. Also include all schools from the original pool of schools under consideration for Tier I or Tier II that were excluded due to 25 or fewer FAY students. Mark those that were removed from consideration due to 25 or fewer FAY students as “FAY.” Mark others as “Not Tier I” or “Not Tier II” as applicable.

Appendix B
Alaska's List of Eligible Schools in Tier I, II, and III
Schools Sorted by Tier

District	School	SchoolID	Tier	Reason
Lower Kuskokwim	Joann A. Alexie Memorial School	310030	Tier I	Lowest 5%
Lower Kuskokwim	Nightmute School	310040	Tier I	Lowest 5%
Lower Kuskokwim	Chaputnguak School	310080	Tier I	Lowest 5%
Lower Kuskokwim	William Miller Memorial School	310170	Tier I	Lowest 5%
Lower Kuskokwim	Nelson Island Area School	310250	Tier I	Lowest 5%
Northwest Arctic	McQueen School	370060	Tier I	Lowest 5%
Anchorage	Whaley School	57140	Tier I	Grad Rate
Bering Strait	Aniguiin School	70040	Tier I	Grad Rate
Bering Strait	Shishmaref School	70110	Tier I	Grad Rate
Bering Strait	Tukurngailnguq School	70120	Tier I	Grad Rate
Iditarod	David Louis Memorial School	210120	Tier I	Grad Rate
Ketchikan	Fast Track	258010	Tier I	Grad Rate
Lower Kuskokwim	Kuinerrarmut Elitnaurviat	310220	Tier I	Grad Rate
Lower Yukon	Alakanuk School	320010	Tier I	Grad Rate
Lower Yukon	Hooper Bay School	320070	Tier I	Grad Rate
Lower Yukon	Kotlik School	320080	Tier I	Grad Rate
Lower Yukon	Russian Mission School	320130	Tier I	Grad Rate
Lower Yukon	Sheldon Point School	320150	Tier I	Grad Rate
Matanuska-Susitna	Valley Pathways	337020	Tier I	Grad Rate
North Slope	Alak School	360100	Tier I	Grad Rate
Northwest Arctic	Davis-Ramoth School	370210	Tier I	Grad Rate
Fairbanks	Alternative Learning Systems	167010	Tier II	Lowest 5%
Lower Kuskokwim	Dick R Kiunya Memorial School	310130	Tier II	Lowest 5%
Lower Kuskokwim	Ket'acik/Aapalluk Memorial School	310140	Tier II	Lowest 5%
Lower Kuskokwim	Lewis Angapak Memorial School	310200	Tier II	Lowest 5%
Northwest Arctic	Shungnak School	370110	Tier II	Lowest 5%
Anchorage	McLaughlin Secondary School	57020	Tier II	Grad Rate
Anchorage	Benson Secondary/S.E.A.R.C.H.	57100	Tier II	Grad Rate
Craig	PACE Correspondence	138010	Tier II	Grad Rate
Fairbanks	Effie Kokrine Charter School	169040	Tier II	Grad Rate
Yukon-Koyukuk	Raven Correspondence School	528010	Tier II	Grad Rate
Alaska Gateway	Gateway Correspondence	38010	Tier III	Waiver - FAY <i>n</i> count
Alaska Gateway	Mentasta Lake School	30030	Tier III	Waiver - FAY <i>n</i> count
Alaska Gateway	Tetlin School	30070	Tier III	Waiver - FAY <i>n</i> count
Alaska Gateway	Tok School	30060	Tier III	Not Tier I
Alaska Gateway	Walter Northway School	30040	Tier III	Waiver - FAY <i>n</i> count
Anchorage	Airport Heights Elementary	50020	Tier III	Not Tier I
Anchorage	State School for the Deaf & Hard of Hearing	57010	Tier III	Waiver - FAY <i>n</i> count
Anchorage	Chinook Elementary	50120	Tier III	Not Tier I
Anchorage	Clark Middle School	50560	Tier III	Waiver - FAY <i>n</i> count

District	School	SchoolID	Tier	Reason
Anchorage	Crossroads School	57190	Tier III	Waiver - FAY <i>n</i> count
Anchorage	Fairview Elementary	50300	Tier III	Not Tier I
Anchorage	Lake Otis Elementary	50450	Tier III	Not Tier I
Anchorage	Mountain View Elementary	50480	Tier III	Not Tier I
Anchorage	Muldoon Elementary	50490	Tier III	Not Tier I
Anchorage	North Star Elementary	50500	Tier III	Not Tier I
Anchorage	Ptarmigan Elementary	50580	Tier III	Not Tier I
Anchorage	Russian Jack Elementary	50620	Tier III	Not Tier I
Anchorage	Spring Hill Elementary	50890	Tier III	Not Tier I
Anchorage	Taku Elementary	50690	Tier III	Not Tier I
Anchorage	William Tyson Elementary	51040	Tier III	Not Tier I
Anchorage	Williwaw Elementary	50750	Tier III	Not Tier I
Anchorage	Willow Crest Elementary	50760	Tier III	Not Tier I
Anchorage	Wonder Park Elementary	50770	Tier III	Not Tier I
Bering Strait	Brevig Mission School	70010	Tier III	Not Tier I
Bering Strait	Diomedes School	70050	Tier III	Waiver - FAY <i>n</i> count
Bering Strait	Wales School	70150	Tier III	Waiver - FAY <i>n</i> count
Copper River	Chistochina School	110020	Tier III	Waiver - FAY <i>n</i> count
Copper River	Slana School	110110	Tier III	Waiver - FAY <i>n</i> count
Craig	Craig Alternative High School	136010	Tier III	Waiver - FAY <i>n</i> count
Delta-Greely	New Horizons High School	147010	Tier III	Waiver - FAY <i>n</i> count
Dillingham	Dillingham Elementary	150010	Tier III	Not Tier I
Dillingham	Dillingham Middle/High School	150020	Tier III	Not Tier I
Fairbanks	Anne Wien Elementary	160380	Tier III	Not Tier I
Fairbanks	Denali Elementary	160050	Tier III	Not Tier I
Fairbanks	Fairbanks Youth Facility	167020	Tier III	Waiver - FAY <i>n</i> count
Fairbanks	Joy Elementary	160200	Tier III	Not Tier I
Fairbanks	Nordale Elementary	160230	Tier III	Not Tier I
Haines	Mosquito Lake Elementary	180040	Tier III	Waiver - FAY <i>n</i> count
Iditarod	Holy Cross School	210030	Tier III	Not Tier I
Iditarod	Top of the Kuskokwim School	210080	Tier III	Waiver - FAY <i>n</i> count
Juneau	Gastineau Elementary	220040	Tier III	Not Tier I
Juneau	Johnson Youth Center	227020	Tier III	Waiver - FAY <i>n</i> count
Juneau	Riverbend Elementary	220100	Tier III	Not Tier I
Juneau	Yaakoosge Daakahidi Alt. H.S.	227010	Tier III	Waiver - FAY <i>n</i> count
Kashunamiut	Chevak School	550010	Tier III	Not Tier I
Kenai Peninsula	Homer Flex School	247020	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Kenai Alternative High School	247030	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Kenai Peninsula Youth Facility	247050	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Mt. View Elementary	240370	Tier III	Not Tier I
Kenai Peninsula	Port Graham School	240180	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Razdolna School	240070	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Spring Creek School	247040	Tier III	Waiver - FAY <i>n</i> count
Kenai Peninsula	Tebughna School	240280	Tier III	Waiver - FAY <i>n</i> count

District	School	SchoolID	Tier	Reason
Ketchikan	Ketchikan Regional Youth Facility	257050	Tier III	Waiver - FAY <i>n</i> count
Ketchikan	Revilla Jr/Sr High School	257010	Tier III	Not Tier I
Kodiak Island	Akhiok School	280010	Tier III	Waiver - FAY <i>n</i> count
Kodiak Island	Danger Bay School	280150	Tier III	Waiver - FAY <i>n</i> count
Kodiak Island	Ouzinkie School	280110	Tier III	Waiver - FAY <i>n</i> count
Kuspuk	Crow Village Sam School	290020	Tier III	Waiver - FAY <i>n</i> count
Kuspuk	George Morgan Sr. H.S.	290090	Tier III	Not Tier I
Kuspuk	Johnnie John Sr. School	290030	Tier III	Waiver - FAY <i>n</i> count
Kuspuk	Joseph S. & Olinga Gregory Elementary	290040	Tier III	Waiver - FAY <i>n</i> count
Kuspuk	Zackar Levi Elementary	290050	Tier III	Not Tier I
Lake and Peninsula	Perryville School	300120	Tier III	Waiver - FAY <i>n</i> count
Lake and Peninsula	Nondalton School	300100	Tier III	Waiver - FAY <i>n</i> count
Lower Kuskokwim	Akiuk Memorial School	310240	Tier III	Not Tier I
Lower Kuskokwim	Akula Elitnaurvik School	310110	Tier III	Not Tier I
Lower Kuskokwim	Anna Tobeluk Memorial School	310210	Tier III	Not Tier I
Lower Kuskokwim	Ayaprun Elitnaurvik	319010	Tier III	Not Tier I
Lower Kuskokwim	Ayaprun School	310190	Tier III	Not Tier I
Lower Kuskokwim	Bethel Regional High School	310070	Tier III	Not Tier I
Lower Kuskokwim	Bethel Youth Facility	317020	Tier III	Waiver - FAY <i>n</i> count
Lower Kuskokwim	Chief Paul Memorial School	310120	Tier III	Not Tier I
Lower Kuskokwim	Eek School	310090	Tier III	Not Tier I
Lower Kuskokwim	Gladys Jung Elementary	310060	Tier III	Not Tier I
Lower Kuskokwim	Kwigillingok School	310150	Tier III	Not Tier I
Lower Kuskokwim	Mikelnguut Elitnaurviat	310050	Tier III	Waiver - FAY <i>n</i> count
Lower Kuskokwim	Paul T. Albert Memorial School	310320	Tier III	Not Tier I
Lower Kuskokwim	Qugcuun Memorial School	310280	Tier III	Waiver - FAY <i>n</i> count
Lower Kuskokwim	Rocky Mountain School	310100	Tier III	Not Tier I
Lower Kuskokwim	Z. John Williams Memorial School	310180	Tier III	Not Tier I
Lower Yukon	Emmonak School	320040	Tier III	Not Tier I
Lower Yukon	Ignatius Beans School	320090	Tier III	Not Tier I
Lower Yukon	Marshall School	320050	Tier III	Not Tier I
Lower Yukon	Pilot Station School	320110	Tier III	Not Tier I
Lower Yukon	Pitkas Point School	320120	Tier III	Waiver - FAY <i>n</i> count
Lower Yukon	Scammon Bay School	320140	Tier III	Not Tier I
Matanuska-Susitna	Matanuska-Susitna Day School	337060	Tier III	Waiver - FAY <i>n</i> count
Matanuska-Susitna	Matanuska-Susitna Youth Facility	337030	Tier III	Waiver - FAY <i>n</i> count
Matanuska-Susitna	Butte Elementary	330350	Tier III	Not Tier I
Matanuska-Susitna	Goose Bay Elementary	330390	Tier III	Waiver - FAY <i>n</i> count
Matanuska-Susitna	Houston Middle School	330450	Tier III	Not Tier I
Matanuska-Susitna	John Shaw Elementary	330500	Tier III	Not Tier I
Matanuska-Susitna	Knik Elementary School	330510	Tier III	Not Tier I
Nome	Nome Elementary	350010	Tier III	Not Tier I
Nome	Nome Youth Facility	357020	Tier III	Waiver - FAY <i>n</i> count
North Slope	Kiita Learning Community	367010	Tier III	Waiver - FAY <i>n</i> count

District	School	SchoolID	Tier	Reason
North Slope	Meade River School	360090	Tier III	Not Tier I
Northwest Arctic	Aqqaluk High/Noorvik Elementary	370100	Tier III	Not Tier I
Northwest Arctic	Buckland School	370020	Tier III	Not Tier I
Northwest Arctic	Kiana School	370040	Tier III	Not Tier I
Northwest Arctic	Kotzebue Middle/High School	370150	Tier III	Not Tier I
Northwest Arctic	Napaaqtugmiut School	370090	Tier III	Not Tier I
Sitka	Baranof Elementary	420010	Tier III	Waiver - FAY <i>n</i> count
Sitka	Blatchley Middle School	420020	Tier III	Not Tier I
Sitka	Keet Gooshi Heen Elementary	420170	Tier III	Not Tier I
Sitka	Pacific High School	427010	Tier III	Waiver - FAY <i>n</i> count
Southeast Island	Naukati School	440270	Tier III	Waiver - FAY <i>n</i> count
Southwest Region	Chief Ivan Blunka School	450080	Tier III	Not Tier I
Southwest Region	Clarks Point School	450030	Tier III	Waiver - FAY <i>n</i> count
Southwest Region	Koliganek School	450050	Tier III	Not Tier I
Southwest Region	Togiak School	450110	Tier III	Not Tier I
Southwest Region	Twin Hills School	450120	Tier III	Waiver - FAY <i>n</i> count
Southwest Region	William "Sonny" Nelson School	450040	Tier III	Waiver - FAY <i>n</i> count
Wrangell	Alaska Virtual Academy	498010	Tier III	Waiver - FAY <i>n</i> count
Yukon Flats	Arctic Village School	510010	Tier III	Waiver - FAY <i>n</i> count
Yukon Flats	Circle School	510050	Tier III	Waiver - FAY <i>n</i> count
Yukon Flats	John Fredson School	510060	Tier III	Not Tier I
Yukon Flats	Stevens Village School	510100	Tier III	Waiver - FAY <i>n</i> count
Yukon Flats	Tsuk Taih School	510040	Tier III	Waiver - FAY <i>n</i> count
Yukon-Koyukuk	Allakaket School	520010	Tier III	Waiver - FAY <i>n</i> count
Yukon-Koyukuk	Andrew K. Demoski School	520090	Tier III	Not Tier I
Yukon-Koyukuk	Jimmy Huntington School	520040	Tier III	Not Tier I
Yukon-Koyukuk	Johnny Oldman School	520030	Tier III	Waiver - FAY <i>n</i> count
Yukon-Koyukuk	Kaltag School	520050	Tier III	Waiver - FAY <i>n</i> count

Key to Reason Codes:

Low 5	School is in the lowest 5% of the schools in the pool for the Tier based on academic proficiency
Grad	School is in Tier I or Tier II based on graduation rate only
Not Tier I	School was in original Tier I pool but not identified as Tier I
Waiver - FAY <i>n</i> count	School was in original Tier I or Tier II pool, but was excluded from consideration based on having 25 or fewer full academic year (FAY students)

Appendix C

FINAL REQUIREMENTS FOR SCHOOL IMPROVEMENT GRANTS

as authorized under Section 1003(g) of the ESEA
published in the Federal Register on October 28, 2010

The Secretary adopts as final the interim final requirements (with the technical changes described herein) published in the Federal Register on January 21, 2010 (75 FR 3375). For the ease of the user of the final requirements, the Secretary has incorporated the changes made by these final requirements into the December 10, 2009 final requirements as published at 74 FR 65618 and is publishing a combined set of SIG final requirements as follows:

I. SEA Priorities in Awarding School Improvement Grants:

- A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:
1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:
 - (a) Tier I schools:
 - (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”
 - (ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--
 - (A)(1) Has not made adequate yearly progress for at least two consecutive years; or
 - (2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
 - (B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”
 - (b) Tier II schools:
 - (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”
 - (ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--
 - (A)(1) Has not made adequate yearly progress for at least two consecutive years; or
 - (2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
 - (B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or
 - (2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.
 - (c) Tier III schools:
 - (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school.
 - (ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--
 - (A)(1) Has not made adequate yearly progress for at least two years; or

- (2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (B) Does not meet the requirements to be a Tier I or Tier II school.
- (iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.
2. **Strongest Commitment.** An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:
- (a) **Turnaround model:**
- (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as--
- (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).
- (b) **Restart model:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- (c) **School closure:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

- (d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:
- (1) Developing and increasing teacher and school leader effectiveness.
 - (i) Required activities. The LEA must--
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 - (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
 - (2) Comprehensive instructional reform strategies.
 - (i) Required activities. The LEA must--
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 - (ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--
 - (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implementing a schoolwide "response-to-intervention" model;
 - (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools--

- (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- (3) Increasing learning time and creating community-oriented schools.
- (i) Required activities. The LEA must--
 - (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
 - (B) Provide ongoing mechanisms for family and community engagement.
 - (ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
 - (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- (4) Providing operational flexibility and sustained support.
- (i) Required activities. The LEA must--
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 - (ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
 - (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other

organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

Persistently lowest-achieving schools means, as determined by the State--

- (a) (1) Any Title I school in improvement, corrective action, or restructuring that--
 - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and
- (2) Any secondary school that is eligible for, but does not receive, Title I funds that--
 - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.
- (b) To identify the lowest-achieving schools, a State must take into account both--
 - (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
 - (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment.

- (a) In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA’s application demonstrates that the LEA has taken, or will take, action to--
 - (i) Analyze the needs of its schools and select an intervention for each school;
 - (ii) Design and implement interventions consistent with these requirements;
 - (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - (iv) Align other resources with the interventions;
 - (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
 - (vi) Sustain the reforms after the funding period ends.
- (b) The SEA must consider the LEA’s capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. “When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program.” *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.
2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to “start over” in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.
3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.
4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds so as to make those funds available to the SEA and its LEAs for up to three years.
5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State’s definition of a Tier I, Tier II, or Tier III school.
2. In its application, in addition to other information that the SEA may require--
 - (a) The LEA must--
 - (i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;
 - (ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;
 - (iii) Demonstrate that it has the capacity to use the school improvement 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 interventions identified in section I.A.2 of these requirements;
 - (iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;
 - (v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application; and
 - (vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.
 - (b) 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.
3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
4. The LEA’s budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA’s budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.
5. The LEA’s budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.
7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.
8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--
 - (i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and
 - (ii) Measure progress on the leading indicators in section III of these requirements.
 (b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.
9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.
2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.
 - (b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--
 - (i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;
 - (ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;
 - (iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and
 - (iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.
 - (c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.
 - (d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.
 - (e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.
3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:
 - (a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.
 - (b) Amount of each LEA's grant.
 - (c) Name and NCES identification number of each school to be served.
 - (d) Type of intervention to be implemented in each Tier I and Tier II school.
4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.
6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.
8. In awarding School Improvement Grants, an SEA must 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 of the funds, 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.
9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.
 (b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.
10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.
11. An SEA that is participating in the "differentiated accountability pilot" must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.
12. 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 and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

1. If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--
 - (a) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8, and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and
 - (b) May renew an LEA's School Improvement Grant if the SEA determines that the LEA's schools are making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

2. If an SEA does not renew an LEA’s School Improvement Grant because the LEA’s participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State’s full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.
3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as “SIG” (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	

Metric	Source	Achievement Indicators	Leading Indicators
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	EDFacts		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	✓	
Graduation rate	EDFacts	✓	
Dropout rate	EDFacts		✓
Student attendance rate	EDFacts		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II - HS only	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
TALENT			
Distribution of teachers by performance level on LEA’s teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

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

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.



Individual School Plan for Tier III Schools

School Name: _____

District: _____

Principal's Name: _____ **Phone: (907)** _____

Principal's Email: _____ **Fax: (907)** _____

Submit this Tier III Supplement along with the School Improvement Plan for this school for 2011-2012 with the LEA SIG Application.

ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Describe the annual goals for student achievement on the state's assessments in reading/language arts, math, and/or graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals in order to determine continued funding under 1003(g). These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for all years (up to three) that will be covered by SIG 1003(g) funds as well as any anticipated funding from School Improvement funds under 1003(a). The LEA may provide the services from the LEA budget or may allocated the funding to the school. Include the detailed budget and narrative for the SIG funds for each applicable year (2011-2012, 2012-2013, and 2013-2014) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
SIG 1003(g) Funds				
School Improvement 1003(a) Funds				

SERVICES TO BE RECEIVED

Indicate the domain(s) in which the strategies will be implemented or services will be received.

<input type="checkbox"/>	<p>Domain 1.0: Curriculum There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska State Standards and grade-level expectations (GLEs).</p>
<input type="checkbox"/>	<p>Domain 2.0: Assessment There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska’s grade-level expectations (GLEs) and performance standards.</p>
<input type="checkbox"/>	<p>Domain 3.0: Instruction There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.</p>
<input type="checkbox"/>	<p>Domain 4.0: Supportive Learning Environment There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.</p>
<input type="checkbox"/>	<p>Domain 5.0: Professional Development There is evidence that professional development is based on data and reflects the needs of students, schools and district.</p>
<input type="checkbox"/>	<p>Domain 6.0: Leadership There is evidence that leadership focuses on improving student achievement.</p>

Briefly describe the services to be received or the activities that will be provided with the 1003(g) funds. (The detail of the activities or services should be evident in the School Improvement Plan.)

Individual School Plan For Tier I or Tier II Schools
Closure Model

School Name: _____ **Tier:** _____

District: _____ **Intervention :** _____

Principal's Name: _____ **Phone: (907)** _____

Principal's Email: _____ **Fax: (907)** _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2008-2009				
2009-2010				

- Did this school have an **Instructional Audit** by a site visitation team? What year? _____
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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Closure Model

<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to AK GLEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with AK standards & GLEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in AK GLEs <input type="checkbox"/> leaders have support from district office or others
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Closure Model

For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
SBA data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Instructional Audit or Self Study Tool	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	



Describe why the Closure model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Closure model is most likely to dramatically improve the student achievement and/or graduation rate in this school.



B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (as applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.) **NOTE: ANNUAL GOALS ARE NOT APPLICABLE FOR SCHOOL CLOSURE.**

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	N/A	N/A			
Math	N/A	N/A			
Graduation Rate	N/A	N/A			

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

CLOSURE MODEL

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.			
Describe the process by which the district will close the school, including key timelines.			
In what ways were parents and community members notified and involved in the decision for school closure?			
In what ways will the LEA decide which other schools are in reasonable proximity to the closed school in order to receive its former students?			
In what ways will the LEA decide which of the nearby schools are higher achieving than the closed school?			
How will the LEA assure that all former students are allowed to be enrolled in a new school?			
In what ways will parents be notified of the school closure and of their children’s new school destination?			
What capacity does the district have to close this school?			
What barriers exist to closing the school and how will these be overcome?			

Closure Model

Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input type="checkbox"/>	Family and Community Engagement:
<input type="checkbox"/>	Rigorous Review of External Providers:
<input type="checkbox"/>	Staffing:
<input type="checkbox"/>	Instructional Programs:
<input type="checkbox"/>	Professional Development and Support:
<input type="checkbox"/>	Preparation for Accountability Measures:
<input type="checkbox"/>	Other:

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011 and 2011-2012).

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds				
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				



Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Individual School Plan For Tier I or Tier II Schools
Restart Model

School Name: _____ Tier: _____
 District: _____ Intervention : _____
 Principal's Name: _____ Phone: (907) _____
 Principal's Email: _____ Fax: (907) _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2008-2009				
2009-2010				

- Did this school have an **Instructional Audit** by a site visitation team? What year? _____
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.
- Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds? _____

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to AK GLEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with AK standards & GLEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in AK GLEs <input type="checkbox"/> leaders have support from district office or others
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Restart Model

For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
SBA data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Instructional Audit or Self Study Tool	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	



Describe why the Restart model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Restart model is most likely to dramatically improve the student achievement and/or graduation rate in this school.



B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					



B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

RESTART MODEL

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
LEA converts a school or closes and reopens under a charter school operator in accordance with state law.			
How will the LEA engage in a rigorous process to verify the capacity of the charter school operator to provide services that reflect what is required at this school?			
How will the LEA require a prospective operator to demonstrate that its strategies are research-based?			
How will the LEA require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with Alaska’s grade level expectations?			
How will the LEA require a prospective operator to demonstrate a healthy fiscal history?			
How will the LEA require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services?			
How will the LEA require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological?			
How will the LEA develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator accountable for meeting the final requirements for SIG fund expenditures?			
In what ways will the LEA ensure that the charter school operator is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program?			
How will the LEA assure that all former students are allowed to be enrolled in the school that has selected the restart model?			
What capacity does the district have to implement the restart model in the school?			
What barriers does the LEA anticipate will occur in restarting the school and what steps will the LEA take to overcome these barriers?			



Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input type="checkbox"/>	Family and Community Engagement:
<input type="checkbox"/>	Rigorous Review of External Providers:
<input type="checkbox"/>	Staffing:
<input type="checkbox"/>	Instructional Programs:
<input type="checkbox"/>	Professional Development and Support:
<input type="checkbox"/>	Preparation for Accountability Measures:
<input type="checkbox"/>	Other:



C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011, 2011-2012, 2012-2013, and 2013-2014).

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds				
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

Restart Model



Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

<p>Funding:</p>
<p>Hiring Practices:</p>
<p>Supporting Professional Development:</p>
<p>Changes made in Policies and Practices:</p>
<p>Other:</p>

Individual School Plan For Tier I or Tier II Schools
Transformation Model

School Name: _____ Tier: _____
 District: _____ Intervention : _____
 Principal's Name: _____ Phone: (907) _____
 Principal's Email: _____ Fax: (907) _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2008-2009				
2009-2010				

- Did this school have an **Instructional Audit** by a site visitation team? What year? _____
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.
- Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds? _____

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to AK GLEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with AK standards & GLEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in AK GLEs <input type="checkbox"/> leaders have support from district office or others
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LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
SBA data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Instructional Audit or Self Study Tool	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



Describe why the Transformation model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Transformation model is most likely to dramatically improve the student achievement and/or graduation rate in this school.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

NOTE: Each required activity *must* be addressed to qualify for funding.

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.			
Describe how the district will replace the principal as part of the school’s transformation model.			
In the case of a school that has replaced the principal within the last two years (since the start of the 2008-2009 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this transformation effort that have been implemented during that time.			
What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the transformation model?			
What barriers exist to replacing the principal and how will these be overcome?			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.			
Describe the planned evaluation system for teachers, including key dates of implementation			
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?			
Describe the planned evaluation system for the principal, including key dates of implementation.			
Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?			
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems.			
What capacity does the district have to implement a new evaluation system for teachers and the principal?			
What barriers exist to implementing this new evaluation system and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.			
Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates, including key dates of implementation.			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?
What barriers exist to implementing this new reward and removal system and how will these be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.			
Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) , including key dates of implementation. (Add rows as needed to use a separate row for each specific activity or strategy.)			
How will the professional development be designed with input from school staff?			
What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?			
What barriers exist to implementing these professional development strategies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.			
Describe the ways in which staff will receive financial incentives for achievement gains at this school.			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to recruit and retain staff with the skills needed to make achievement gains at this school?			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?
What barriers exist to implementing these new strategies for recruitment and retention and how will these be overcome?

(1) Developing and increasing teacher and school leader effectiveness.

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing teacher and school leader effectiveness that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.
<input type="checkbox"/>	(B) Instituting a system for measuring changes in instructional practices resulting from professional development.
<input type="checkbox"/>	(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.			
Describe how the district will use data to identify an instructional program that is research-based, or, in the case of a newly-adopted instructional program, how the district used data to identify the research-based program that was selected.			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.			
Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations, including key dates of implementation.			
What capacity does the district have to identify and implement an aligned research-based instructional program?			
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?			

LEA School Improvement Grants 1003(g) Application Supplement

Transformation Model



Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students, including key dates of implementation and specific assessments that have or will be used.			
What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?			
What barriers exist to using student data to inform and differentiate instruction?			

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for comprehensive instructional reform that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
<input type="checkbox"/>	(B) Implementing a schoolwide response to instruction/intervention (RTI) model.
<input type="checkbox"/>	(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
<input type="checkbox"/>	(D) Using and integrating technology-based supports and interventions as part of the instructional process.
<input type="checkbox"/>	(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below.

**LEA School Improvement Grants 1003(g) Application Supplement
Transformation Model**



(3) Increasing Learning time and creating community-oriented schools

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).			
Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.			
Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.			
Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.			
What capacity does the district have to establish schedules and strategies that provide increased learning time?			
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement.			
Describe how the district will provide ongoing mechanisms for family and community engagement.			
What capacity does the district have to provide ongoing mechanisms for family and community engagement?			
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome?			

(3) Increasing learning time and creating community-oriented schools

(ii) Permissible Activities

In the chart below, please check each optional permissible activity for increasing learning time and creating community-oriented schools that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students’ social, emotional, and health needs.
<input type="checkbox"/>	(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
<input type="checkbox"/>	(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
<input type="checkbox"/>	(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing Operational Flexibility and support

(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates.			
What different operational flexibility will the school have in relation to staffing?			
What different operational flexibility will the school have in relation to school calendars and instructional time?			
What different operational flexibility will the school have in relation to budgets?			
What capacity does the district have to grant operational flexibility to the school?			
What barriers exist to granting operational flexibility to the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).			
Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.			

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What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

In the chart below, please check each optional permissible activity for providing operational flexibility and support that is planned for this grant. For each activity checked, describe the activities to be implemented and the key timelines for those activities.

X	Optional Permissible Activities Aligned with Chosen Model
<input type="checkbox"/>	(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.
<input type="checkbox"/>	(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

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Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input type="checkbox"/>	Family and Community Engagement:
<input type="checkbox"/>	Rigorous Review of External Providers:
<input type="checkbox"/>	Staffing:
<input type="checkbox"/>	Instructional Programs:
<input type="checkbox"/>	Professional Development and Support:
<input type="checkbox"/>	Preparation for Accountability Measures:
<input type="checkbox"/>	Other:

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011, 2011-2012, 2012-2013, and 2013-2014).

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds				
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

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Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

<p>Funding:</p>
<p>Hiring Practices:</p>
<p>Supporting Professional Development:</p>
<p>Changes made in Policies and Practices:</p>
<p>Other:</p>

Individual School Plan For Tier I or Tier II Schools
Turnaround Model

School Name: _____	Tier: _____
District: _____	Intervention : _____
Principal's Name: _____	Phone: (907) _____
Principal's Email: _____	Fax: (907) _____

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2007-2008, 2008-2009, and 2009-2010 from DIASA that shows SBA results for this school for all students as well as subgroups.
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2009-2010 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2008-2009				
2009-2010				

- Did this school have an **Instructional Audit** by a site visitation team? What year? _____
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.
- Will this Title I school operate a schoolwide (SW) program in 2011-2012 as required to receive SIG funds? _____

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p>Demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrollment <input type="checkbox"/> drop-out Rate <input type="checkbox"/> ethnicity <input type="checkbox"/> grade level <input type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> alignment with AK standards & GLEs <input type="checkbox"/> research-based <input type="checkbox"/> implemented with fidelity <input type="checkbox"/> schedule for review & revision of curriculum <input type="checkbox"/> assessment data used to identify gaps <input type="checkbox"/> review process to determine if meeting needs of all students
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Turnaround Model



<p>Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective and varied instructional strategies <input type="checkbox"/> instruction is aligned to AK GLEs <input type="checkbox"/> instruction is differentiated <input type="checkbox"/> system for timely & early interventions for low-performing students <input type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> aligned with AK standards & GLEs <input type="checkbox"/> data from classroom assessments guides instruction <input type="checkbox"/> universal screening data for all students <input type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input type="checkbox"/> teacher observations <input type="checkbox"/> other:
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<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> student achievement data determines pd priorities <input type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective classroom management strategies <input type="checkbox"/> schoolwide behavior standards <input type="checkbox"/> attendance policy <input type="checkbox"/> cultural awareness and understanding <input type="checkbox"/> extended learning opportunities <input type="checkbox"/> effective school-parent communication <input type="checkbox"/> parent & community engagement <input type="checkbox"/> social & emotional services & supports <input type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input type="checkbox"/> administrator and teacher experience & qualifications <input type="checkbox"/> policies & procedures facilitate learning <input type="checkbox"/> teacher turnover & attendance rates <input type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate development & implementation of school goals <input type="checkbox"/> analyze student assessment data <input type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input type="checkbox"/> leaders monitor delivery of instruction <input type="checkbox"/> leaders monitor implementation of school improvement plan <input type="checkbox"/> leaders ensure staff trained in AK GLEs <input type="checkbox"/> leaders have support from district office or others
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LEA School Improvement Grants 1003(g) Application Supplement

Turnaround Model



For each type of data analyzed or area of information checked above, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
SBA data	
Graduation Rate	
Attendance Rate	
ELP Assessment	
Instructional Audit or Self Study Tool	
Demographics	
Curriculum	
Instruction	
Assessment	
Supportive Learning Environment	
Professional Development	
Leadership	
Other:	
Other:	
Other:	

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Turnaround Model



Describe why the Turnaround model was chosen for this school. Address the key elements of the model and how the district determined through the needs analysis and stakeholder meetings that the Turnaround model is most likely to dramatically improve the student achievement and/or graduation rate in this school.

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TURNAROUND MODEL

Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(i) Replace the principal and grant sufficient operational flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive reform.			
Describe the process to be used to replace the principal as part of the school’s turnaround model.			
In the case of a school that has replaced the principal within the last two years (since the start of the 2008-2009 school year), describe how that new principal was selected with the abilities and competencies to lead the school and describe the other elements of this turnaround effort that have been implemented during that time.			
What different operational flexibility will the principal have in relation to staffing?			
What different operational flexibility will the principal have in relation to school calendars and instructional time?			
What different operational flexibility will the principal have in relation to budgets?			
What capacity does the district have to replace the principal with a principal who has the abilities and competencies to lead the school through the turnaround model?			
What barriers exist to replacing the principal and how will those be overcome?			

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Turnaround Model



What capacity does the district have to grant operational flexibility?
What barriers exist to granting operational flexibility and how will those be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(ii) Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies to measure the staff effectiveness to work in a turnaround model.			
Describe the instructional staff and any additional staff to be screened for potential rehire. Also list the number of positions including any vacancies at the time of implementation.			
Describe the locally adopted competencies to be use to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (These will be used for screening current staff as well as for recruiting new hires.)			
Describe the process and timeline for selecting new staff to be hired.			
What capacity does the district have to screen and hire new staff with the competencies to lead the school in the turnaround model?			
What barriers exist to screening, rehiring current staff, and hiring new staff and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iii) Implement such strategies as financial incentives, increased opportunities for promotion, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.			
Describe any strategies to be implemented to recruit, place, and retain effective staff for a turnaround school, including key timelines.			
What capacity does the district have to implement these strategies?			
What barriers exist to implementing these strategies and how will these be overcome?			

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Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.			
Describe any strategies and key timelines to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)			
How will the professional development be designed with input from school staff?			
What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?			
What barriers exist to implementing these professional development strategies and how will these be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.			
Describe the new governance arrangement under which the school will be run, and key timelines for implementation.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.			
Describe how the district will use data to identify an instructional program that is research-based, or, in the			

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Turnaround Model



<p>case of a newly-adopted instructional program, how the district used data to identify the research-based program that was selected.</p>
<p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next, including key dates of implementation.</p>
<p>Describe how the district will ensure that the instructional program is aligned with the Alaska grade level expectations, including key dates of implementation.</p>
<p>What capacity does the district have to identify and implement an aligned research-based instructional program?</p>
<p>What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?</p>

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Include information about key assessments to be used and key timelines for implementation.			
What capacity does the district have to continuously use student data (formative, interim, and summative assessments) to inform and differentiate instruction?			
What barriers exist to using student data to inform and differentiate instruction?			

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(viii) Establish schedules and implement strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A).			
Describe how the district will provide increased learning time by increasing the total number of school hours, including key dates of implementation. Include information about how the current schedule and total number of school hours in day, week, month or year compares with the new schedule increase in school hours.			

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Describe how the increase in school hours will provide increased learning time for instruction in core academic subjects and in other subjects and enrichment activities.
Describe how the increase in school hours will provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
What capacity does the district have to establish schedules and strategies that provide increased learning time?
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.			
Describe what social-emotional and community-oriented services and supports will be provided for students, including key dates of implementation. (Add additional rows as needed.)			
What capacity does the district have to provide appropriate social-emotional and community-oriented services and supports for students?			
What barriers exist to providing social-emotional and community-oriented supports for students and how will these be overcome?			

Permissible Activities

Describe any additional strategies to be implemented at the school using 1003(g) funding such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy). (See I.A.2.(a)(2) of the final requirements. For each entry listed, describe the activities to be implemented and the key timelines for those activities.

Optional Permissible Activities Aligned with Chosen Model
Activity:

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Turnaround Model



Pre-Implementation Activities

In the chart below are possible types of activities that an LEA may carry out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model. Please check each type of activity for which SIG funds will be used. For each type of activity checked, describe the activities to be implemented and the key timelines for those activities in the table below. Use “other” to describe activities that are not listed. Pre-implementation activities are not required. Any proposed activities and expenses must be (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. See section J of the Guidance for more information about allowable pre-implementation activities.

<input type="checkbox"/>	Family and Community Engagement:
<input type="checkbox"/>	Rigorous Review of External Providers:
<input type="checkbox"/>	Staffing:
<input type="checkbox"/>	Instructional Programs:
<input type="checkbox"/>	Professional Development and Support:
<input type="checkbox"/>	Preparation for Accountability Measures:
<input type="checkbox"/>	Other:

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Turnaround Model



C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all three years that will be covered by SIG 1003(g) funds. Attach a detailed budget and narrative for the SIG funds for each applicable year (pre-implementation through June 30 2011, 2011-2012, 2012-2013, and 2013-2014).

Please indicate the funding sources and amounts provided to support the school for each year	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds	2013-2014 Funds
State Funds				
Local Funds				
SIG 1003(g) Funds				
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs				
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other:				

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Turnaround Model



Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other: