

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:  Delaware Dept of Education	Applicant's Mailing Address:  401 Federal St. Suite 2 Dover DE 19901
State Contact for the School Improvement Grant  Name: Lillian, Lowery, Ed.D.  Position and Office: State Secretary of Education  Contact's Mailing Address: Delaware Dept of Education 401 Federal Street, Suite 2 Dover DE 19901  Telephone: 302-735-4000  Fax: 302-739-4654  Email address: llowery@doe.k12.de.us	
Chief State School Officer (Printed Name):  Lillian M. Lowery	Telephone:  302.735.4000
Signature of the Chief State School Officer:  X <i>Lillian M. Lowery</i>	Date:  2/16/2011
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.	

# School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name:** Delaware - Revised January 2011



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



OMB Number: 1810-0682  
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## 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](mailto: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](mailto: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: Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite #2 Dover, DE 19901
State Contact for the School Improvement Grant  Name: Amelia E. Hodges  Position and Office: Associate Secretary, College and Workforce Readiness  Contact's Mailing Address: 35 Commerce Way, Suite #1 Dover, DE 19904  Telephone: 302-857-3301  Fax: 302-739-1770  Email address: ahodges@doe.k12.de.us	
Chief State School Officer (Printed Name): Lillian M. Lowery	Telephone: 302-735-4000
Signature of the Chief State School Officer:  X /s/Lillian M. Lowery	Date: 1/24/11
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.**

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<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	
<b>SECTION B: EVALUATION CRITERIA</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
<b>SECTION C: CAPACITY</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION E: ASSURANCES</b>	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
<b>SECTION F: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
<b>SECTION G: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
<b>SECTION H: WAIVERS</b>	<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.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

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.

*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.)*

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.

3. SEA elects to generate new lists. Lists submitted below.

*For an SEA revising its definition of PLA schools, please select the following option:*

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.

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

Delaware’s definition of persistently low-achieving school (PLA) is defined in the state’s regulation for accountability. A full copy of Delaware Regulations, Administrative Code, Title 14, §103 may be found in at: <http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>

See page 5 for information on PLA calculations and additional definitions.

## **Explanation of calculation methods to determine PLA schools and relevant definitions**

### Measures for Placing Schools into Tiers

English/language arts and mathematics proficiency rates were calculated using the Single Percentage Method for the most recent year of AYP determinations (i.e., 2010). The numerator for the percentage consisted of students who scored proficient or higher in English/language arts plus students who scored proficient or higher in mathematics. The denominator for the percentage consisted of the total number of students assessed in English/language arts plus the total number of students who assessed in mathematics. Students were included in both the numerator and denominator if they took either the regular assessment or the alternate assessment. Students were only included if they met the full school year definition used in Delaware's approved Accountability Workbook.

"Lack of Progress" was determined by first calculating the percent proficient for the two preceding years using the Single Percentage Method described above. The three years of proficiency percentages for 2008-2010 were then used to calculate a slope for each school over the three years. The slope represented the change in the percent proficient per year over the period. Positive slope values represented growth, whereas negative slope values represented regression.

Finally, the graduation rates used for Delaware's Other Academic Indicator for AYP determinations was calculated for 2008, 2009, and 2010 in order to examine whether they were below 60% over a number of years.

### Assignment of Schools to Tiers I and III

Delaware has 35 Title I schools that are under improvement, corrective action, or restructuring for the 2010-11 school year. The 35 schools were ranked on the dimensions of English/language arts and mathematics proficiency rates and "Lack of Progress". The school with highest percent proficient for 2010 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 35. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 35. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the "Lack of Progress" rank and summing the resulting values. The lowest-achieving schools for Tier I were determined by taking the five schools with the highest overall weighted average ranks.

There were 11 high schools among the 35 Title I Schools. Using the criterion that two of the last three years of graduation rates must be below 60%, there were no additional schools identified for Tier I.

Among the remaining 30 schools, one school (Seaford High School) received funds as Tier II school in 2009-10 and was, therefore, excluded from Tier III. The remaining 29 Title I schools were assigned to Tier III. Applying the "minimum n" waiver, small schools identified under Tier I or Tier II were added to the Tier III list, which expanded Tier III to a total of 31 schools with two schools being added from Tier II.

### Assignment of Schools to Tier II

Delaware has 24 secondary schools that are Title I eligible but not participating using the criterion of 35% of their students receiving free or reduced price lunch as of the fall of 2010. Applying the "minimum n" waiver, two of the schools were removed and assigned to Tier III based on meeting the "minimum n" waiver criteria. The remaining 22 schools were ranked on the dimensions of

English/language arts and mathematics proficiency rates and “Lack of Progress”. The school with highest percent proficient for 2010 was given a rank of 1, and the school with the lowest percent proficient was given a rank of 22. The school with the largest (positive) slope value was given a rank of 1 and the school with the smallest (negative) slope value was given a rank of 22. An overall weighted average ranking was created for each school by applying the weight of 50% to the percent proficient rank and applying the weight of 50% to the “Lack of Progress” rank and summing the resulting values. The lowest-achieving schools for Tier II were determined by taking the first four schools with the highest overall weighted average ranks and the school with the sixth highest overall weighted rank. The school with the fifth highest overall weighted rank (Mt Pleasant High School) was excluded from Tier II because the school received funds as a Tier II school in the 2009-10 school year.

There were seven high schools among the remaining 16 secondary schools that are Title I eligible but not participating. Using the criterion that two of the last three years of graduation rates must be below 60%, no additional schools were identified for Tier II based on graduation rate. Therefore, the 16 remaining secondary schools that are Title I eligible but not participating were not assigned to a Tier.

### **Additional Definitions**

"**DDOE**" means the Delaware Department of Education

"**Delaware Department of Education Achievement Metric**" or "**DDOE Achievement Metric**" means the calculation that is based on the risk and need of each school as demonstrated by its performance on the DSTP or successor statewide assessment.

"**Elementary School**" means a school with a grade configuration including any of the following: Kindergarten, grade 1, grade 2, grade 3, grade 4, grade 5, or grade 6. However, a school that has grade 6 as its lowest grade level may be considered a Middle School or Secondary School as those terms are defined herein.

"**High School**" means a school with a grade configuration including any of the following: grade 9, grade 10, grade 11, or grade 12. A High School shall also be considered a Secondary School as that term is defined herein.

"**Local Educational Agency**" or "**LEA**" means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

"**Middle School**" means a school with a grade configuration with more than one of the following: grade 6, grade 7, or grade 8, but that does not include any grade lower than grade 5.

"**Persistently low-achieving school**" means

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

(b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and

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

(a) 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

(b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and

(iii) Any non-Title I eligible secondary school that would be considered a persistently low-achieving school pursuant to one or more of the aforementioned requirements if it were eligible to receive Title I funds

[The determination shall be based on the academic achievement of the "all students" subgroup in the school in terms of proficiency on the assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined; and the school's lack of progress on those assessments over a period of three school years in the "all students" subgroup. Proficiency and lack of progress shall be weighted equally.]

**"Secondary School"** means a school with a grade configuration including any of the following: grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School as those terms are defined herein.

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 <sup>1</sup>

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		

<sup>1</sup> “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:**

<b>SCHOOLS SERVED WITH FY 2009 SIG FUNDS</b>							
<b>LEA NAME</b>	<b>LEA NCES ID #</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
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:**

## Part 1

All LEAs are required to have an LEA Success Plan. The success plan is a required component of LEA applications for federal and state funds. The LEA Success Plan is the comprehensive strategic plan for the LEA. All LEA applications for funds must show how funds will support the overarching LEA Success Plan. Specifically, within funding applications, LEAs must show how Budgeted Activities directly support the LEA's effort to address the needs, goals, objectives, progress targets, and strategies within the overarching plan.

Within each success plan, the LEA must identify the following information:

- LEA Mission – A statement that defines the core purpose of the organization
- LEA Vision – A word picture of what the organization intends ultimately to become in the future
- Needs Assessment – The needs of the students, staff and community and, to the extent that they can be identified, the underlying causes of these needs
- Goals – Statements of future achievements that are designed to attain the mission
- Objectives – Measurable outcomes that support the goals
- Formative and Summative Progress Measures and Targets – Quantitative indicators that gauge the status of the objectives throughout the plan implementation
- Strategies – Statements that describe how the organization will influence the measures

Each LEA School Improvement Grant (SIG) application will require an amendment to the LEA Success Plan. The amended plan will include:

- Updated needs assessment information for all schools being served by SIG
- A separate SIG objective for each intervention chosen under the LEA Success Plan goal for Turning Around the LEA's lowest performing schools
- Identification of specific school(s) formative and summative progress measures and targets, and strategies directly related to each SIG objective
- Identification of all SIG-eligible state Partnership Zone schools

Beyond Success Plan amendments, each LEA SIG application will also require LEA responses to specific questions and a detailed budget. A copy of the full LEA application is attached in as a separate file.

All LEA applications will be reviewed by a team of DDOE staff members including those responsible for Title I, school improvement, accountability, and federal finance. The DDOE review team will also include at least one representative from the department's Turnaround Unit. Each review team member will have the opportunity to comment and provide feedback on each section of the application. (The full DDOE Title I, 1003(g) SIG Review checklist is attached as a separate file.)

The LEA capacity section will be reviewed using the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools) and all SIG-eligible state Partnership Zone schools within the LEA
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen *not* to serve, including LEA staffing, fiscal, and other resource limitations
- The LEA must provide rationale for the model chosen for each school served. Rationale must be clearly and logically linked to the needs for each school
- The LEA must identify which LEA-level staff members and outside experts will be supporting each school, and each person's expertise that will contribute to successful implementation of

the grant

- If the EMO/CMO management model is selected, the LEA must provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners
- If the school closure model is selected, the LEA must provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools)
- If the Turnaround model is chosen, the LEA must provide evidence that all required components of the model will be implemented
- If the Transformation model is chosen, the LEA must provide evidence that all required components of the model will be implemented. Beginning 2011-2012 school year, this will include participation in the Delaware Performance Appraisal System (DPAS) as required under new state regulations 106 and 108. (Full copies of the new regulations may be found in PDF attachments accompanying this application) For the 2010-2011 school year this will include LEA commitment that participating schools will
  - Participate in state activities to develop multiple indicators of student improvement for DPAS, as revised by state regulation 106 and 108, for utilization state wide in the 2011-2012 school year
  - Review current DPAS to determine which criteria will be used to evaluate teacher and administrator effectiveness during the 2010-2011 school year in their respective school(s)
  - Conduct and document DPAS with the above highlighted criteria for evaluations for all staff during the 2010-2011 school year
  - Participate in training related to new DPAS system to be implemented during the 2011-2012 school year per new state regulation
- LEAs with 9 or more schools identified in Tiers I, II, and III, have chosen to implement the transformation model in no more than 50% of eligible schools.

The budget section will be reviewed using the following criteria:

- Budgeted items must be clearly and directly linked to the strategies in the LEA's SIG Objective(s)
- Budgeted items must clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs indicated under this goal)
- Budgeted items must be necessary and reasonable for the proper and efficient performance and administration of the grant award
- Budgeted items must be realistic including
  - Able to be fully expended during the grant period, with the majority of funds to be expended during year 1 of the grant period as demonstrated in the Distribution of Funds section of the application
  - Of sufficient scope and amount to ensure strategy success (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation)
- Budgeted items must be allowable under ESEA cost principles and state law and regulation
- Budgeted items for LEAs choosing the school closure model must not be for more than one year in duration and may only be allocated for costs related to school closure including, but not limited to:

- parent and community outreach efforts related to school closure
- parent and student transition services to the new school
- new school orientation activities for parents and students transferring from the closed school
- administrative and operational costs, only if they are in excess of normal LEA costs and directly related to the school closure (i.e. transportation costs exceeding normal LEA transportation costs for the students in the closed school)
- Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

## **Part 2**

### **Processes for LEAs**

#### Design and implement interventions consistent with the final requirements

The State's plan to support turnaround begins with its regulations, which mandate a process for identifying lowest-achieving schools, and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful. The Turnaround Unit has shared the state-developed LEA self-assessment rubric with all PZ schools and is helping PZ school planning teams use the rubric effectively to guide their planning process. A copy of the LEA self-assessment rubric is attached. The Turnaround Unit will also monitor LEA implementation of the model, as described in Section D, Parts 2-8 of this application.

LEAs applying for SIG funds for Tier I and/or Tier II schools that do not fall into the state's Partnership Zone will also be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan.

All schools eligible to apply will be invited to a technical assistance meeting at the opening of the grant application period. During this meeting(s) the state will share the LEA self-assessment rubric and train LEA teams to use the rubric during their planning process.

Non-PZ schools that are awarded funds must also develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award. The Title I Office will review all project management plans to ensure they reflect full model implementation. A sample project management plan is attached. The Title I Office will also monitor LEA implementation of the model, as described in Section D, Parts 2-8 of this application.

The Title I Office conducts a quarterly onsite review with LEA staff responsible for SIG. This review includes checking progress as indicated in the online project management plans to ensure the LEA is on target to meet its commitment to implement the selected intervention model. If the LEA is not meeting its implementation targets as outlined in the project management plan, the SEA will provide additional technical assistance and support to help the LEA get back on track. If the LEA continues to fall behind on targets, the SEA will place conditions on the 1003(g) funding.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

The Turnaround Unit and Title I Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from identification as a Persistently Low Achieving School, to potential identification as a Partnership Zone school, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and identifying and disseminating best practices. Schools that choose to convert to a charter school will be supported by the Turnaround Unit and Title I Office and the Charter School Office. The State has established a partnership with US Education Delivery Institute to support its turnaround efforts. The state is also working with local foundations, non-profits, and the Mid-Atlantic Equity Center to provide all persistently low achieving schools information about high quality providers. These opportunities include:

- School visits to showcase various providers including, but not limited to, New Tech High School, Big Picture High School, Early College High School.
- The Mid-Atlantic Comprehensive Center has developed a compendium of research-based EMO and CMO models. This information will be shared with eligible applicants.
- Workshop with the National Institute for Time and Learning. They came to Delaware to assist the LEAs and the Charters examine their current instructional time, provided tools to do an extensive audit of time, and presented various samples of how other learning communities have increased instructional time anywhere from 15% to 25%.

In addition to the supports the SEA is providing above, the Title I Office will review the LEAs project management plans to ensure they detail the process they will undertake to ensure they are recruiting, screening, and selecting quality external providers. The Title I Office also conducts a quarterly onsite review with LEA staff responsible for SIG. This review includes checking progress as indicated in the online project management plans and discussions about recruiting, screening and selection processes. In addition, LEAs will be required to provide documentation/proof of these processes. If the LEA is not following through with its commitment for recruiting, screening, and selecting quality external providers as outlined in the project management plan, the SEA will provide additional technical assistance and support to help the LEA get back on track. If the LEA continues to fall behind on targets, the SEA will place conditions on the 1003(g) funding.

Align other resources with the interventions

LEA and School Success Plans are comprehensive plans – not individual plans for separate initiatives. The 1003(g) SIG, the Consolidated Application, and the 1003(a) school improvement grants all require funds to be directly linked to goals, objectives, targets and strategies within the Success Plan. Although Success Plans may be amended, all grants, and any amendments, are reviewed to ensure alignment of resources and interventions. Any LEA awarded 1003(g) SIG funds will be required to show alignment of federal and state program funds with the SIG interventions. Similarly, and school awarded 1003(g) SIG funds (through its LEA) will be required to show alignment of state and Title I 1003(a) school improvement grant funds (if eligible) and SIG interventions.

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

The State will enter into MOUs with LEAs, requiring schools to achieve adequate yearly progress (AYP)

within two years of operations within the Partnership Zone. The State will monitor progress and provide supports and consequences if schools are off-track to meeting their AYP targets.

The Turnaround Unit and Title I Office will monitor LEAs with SIG schools to ensure all duties are carried out and SIG schools are making significant progress. If the LEA is experiencing problems or barriers to full SIG implementation, the Turnaround Unit and Title I Office will work with the LEA to alleviate those issues and/or to amend plans appropriately. The Turnaround Unit and Title I Office will monitor progress by regularly reviewing, at minimum, project management plan documentation, progress on formative targets within the LEA Success Plan SIG Goal(s), and LEA requests for assistance.

The Turnaround Unit and Title I Office will also be responsible for recommending consequences to the SEA if LEAs are not carrying out SIG grant duties or are not implementing LEA SIG strategies. Supports and consequences may include, but are not limited to, increased technical assistance, required actions with deadlines, and non-renewal of SIG funding.

#### Sustain the reforms after the funding period ends

The State will support LEAs in improving more than just the persistently lowest-achieving schools through the use of quantitative and qualitative assessments, improved reform plans, and added capacity, support, and oversight. The goals of these efforts are to prevent schools from being defined as PLA.

The state's education reform plan has instituted several new statewide programs that will support LEAs and schools as they carry out bold reform. Each of these supports is designed to build capacity for long-term change and improved outcomes for students. See the Delaware Race to the Top application for full detail about reform efforts that lead to sustainable change.

In addition, the state has established:

- a new assessment system, DCAS, which provides real-time data to teachers, schools, and districts so they may effectively adapt instruction to students' needs. DCAS implementation includes training and supporting documentation for educators. See: <http://de.portal.airast.org/educator.html> for detailed information.
- an LEA Support Program consisting of monthly meetings with chief school officers and their teams and bi-monthly technical assistance meetings with LEA teams to assist them in strengthen their reform plans under Race to the Top and to ensure all schools improve student achievement. Detailed information from this program may be found at: [http://www.doe.k12.de.us/rttt/lea\\_pages/support\\_programs.shtml](http://www.doe.k12.de.us/rttt/lea_pages/support_programs.shtml)
- a partnership with US Education Delivery Institute to support its reform efforts. The state's Delivery Unit provides support and oversight for LEA reform implementation using the US Education Delivery Institute model. The Delivery Unit is responsible for tracking progress towards goals and intervening when progress is off-track. This includes regular "stocktaking" meetings with each LEA to assess plan progress.

Each LEA SIG application and Race to the Top plan will be reviewed with an eye for sustainability of reform. This includes analyzing all budgeted items to ensure they are of sufficient scope and amount to ensure strategy success within the grant period. For example, any budgeted items for personnel must either be short-term (period of the grant) or be accompanied with an explanation of how the position will be funded after the grant period.

**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 period<sup>2</sup> 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.*)

<sup>2</sup> "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:**

Any LEA wishing to carry out pre-implementation activities will need to indicate their intent in a specific section of the grant application. This section also will require LEAs to list pre-implementation activities and explain how each activity will help the LEA prepare for full model implementation next school year. (The full DDOE Title I, 1003(g) SIG Review checklist is attached as a separate file.)

The "pre-implementation" activities and budget will be evaluated using the following criteria:

- Activities and budgeted items must be clearly and directly linked to the strategies in the LEA's SIG Objective(s) and requirements of the selected intervention model
- Activities and budgeted items must be necessary and reasonable for the proper and efficient model implementation during the following school year
- Activities and budgeted items must be realistic
- Activities and budgeted items must be allowable under ESEA cost principles and state law and regulation
- Activities and budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

In addition, the full application budget will be analyzed to ensure:

- 1) Budgeted items are able to be fully expended during the grant period and
- 2) The majority of the budgeted items will be expended during year 1 of the grant period

See budget section of the approval checklist and Section B, Part 1 of this application.

**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:**

Processes for LEAs with Partnership Zone schools

Delaware received waivers to fully implement SIG in accordance with state regulation for LEAs with Partnership Zone schools. State accountability regulation mandates a state process for identifying lowest-achieving schools and initiating reform through the State's Partnership Zone. Each year, schools that have been selected to participate in the Partnership Zone will be required to implement one of the four school intervention models outlined in Race to the Top and the 1003(g) State Plan. Delaware regulation now requires local bargaining units to work with LEAs to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful.

Under state regulation, if the State does not agree with the LEA's proposed option and plan to implement it, the State can refuse to agree to a Partnership Zone MOU. Regulation provides that if an MOU is not agreed to within 120 days, the LEA's options are then limited to closure, reopening the school as a charter, or contracting with a private management organization to operate the school. The limited options available as alternatives to the MOU provide strong incentive for a meaningful agreement to be reached.

Regulation also requires the LEA and the local bargaining unit to secure an agreement providing sufficient operational and staffing flexibility for the model to be implemented successfully. As with the MOU, the assurance that the LEA and the local bargaining unit will negotiate meaningful change at this point is provided by a combination of the parties' interest in rapidly turning around the school, the limited alternative choices available, and the authority granted to the DDOE in the regulation described below.

Finally, regulation specifies: if the LEA and the collective bargaining unit cannot reach agreement with respect to necessary changes to the collective bargaining agreement within 75 days, the LEA and the

collective bargaining unit must each provide their last offer to The Delaware Secretary of Education, who will then have final authority to select one of those options for implementation. The Secretary will select one of the options submitted by the LEA and/or its collective bargaining unit. If The Secretary does not find that either of the options is satisfactory, she may send the parties back to continue negotiations for an additional 30 days. If agreement is not reached in that timeframe, the LEA will be forced to enter an MOU selecting a different model. If no MOU is entered within 120 days from the date of notification that the school was selected for the Partnership Zone, the LEA's options are limited to choosing between closure, reopening the school as a charter, or contracting with a private management organization to operate the school.

Once a plan is agreed upon and implemented, the regulations again provide the State with the authority to intervene to ensure rapid improvements in performance. In addition to regular monitoring of progress, regulation states that if, after two years of operations, the school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

#### Processes for LEAs with non- Partnership Zone schools

The LEA capacity section of the SIG application includes, in part, the following criteria:

- The LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools)
- If the LEA is not serving all eligible Tier I and Tier II schools, the LEA must provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve, including LEA staffing, fiscal, and other resource limitations

DDOE SIG review team members will scrutinize the rationale for any Tier I or Tier II schools that are not identified as Partnership Zone participants and that an LEA chooses not to serve. If the review team believes the LEA application is substantially approvable but does not clearly prove lack-of-capacity evidence, the team will require the LEA to revise their application per the review process described in section D. The revision will need to either a) provide additional and substantial evidence supporting the LEA's claim of lack of capacity or b) include a detailed plan and budget for all schools in Tier I and Tier II. Should subsequent resubmissions still provide insufficient evidence of lack of capacity and not include all Tier I and Tier II schools, then the LEA application will not be awarded.

Reviewers will take the following factors into consideration when reviewing lack of capacity claims by LEAs:

- The number of LEA schools in each Tier
- How the LEA prioritized which schools would be served
- Any key LEA staff position vacancies that impact the likelihood of grant success (i.e. Superintendent)
- The LEA award threshold (i.e. LEA has already reached award maximum)
- Lack of access to or availability of quality partners (i.e. EMO, CMO, outside experts)
- Other salient factors submitted by LEA

**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:**

**Timeline for LEA applications:**

**August** – Final school-level AYP determinations

**September 1** – determine Tier I, Tier II, and Tier III school lists and identify Partnership Zone Schools

**September through December** – Partnership Zone schools determine intervention model and establish an MOU per state regulation 103; non-Partnership Zone schools select intervention model in collaboration with staff, parents and community members

**January 2 or within one month of US Ed approval of SEA plan** – open SIG grant to eligible LEAs

**By January 31 or within 30 days of grant opening to LEAs** – final submission date for all LEA applications

**By February 5 or within one week of grant closing date** – all DDOE reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review, unfunded applications notified

**By February 18 or within two weeks of SEA grant review** – all resubmissions due

**By February 23 or within 3 days of LEA resubmission** – all DDOE re-reviews completed, all LEAs notified of any revisions needed, approved applications forwarded for Associate Secretary and Secretary Review

**By February 28 or within 5 days of DOE re-review** – any subsequent resubmissions due

**March or within one week of grant approval** – any final DDOE re-reviews completed, approved applications forwarded for Associate Secretary and Secretary Review

Once the state application for 1003(g) is approved, eligible LEAs will be notified that the LEA application is open. The SIG application process is:

1. LEAs will have 20 business days to submit their applications to DDOE using the web-based Education Success Planning and Evaluation System.
2. The DDOE application SIG review team will receive electronic notification immediately when each grant is submitted.
3. The DDOE SIG review team will then review each application and enter comments within 5 business days of submission.
4. DDOE review team members will sign off on all grants that are approvable.
5. If an application is not substantially approvable, meaning it would require major revisions in order to be funded or that the application is incomplete, that application will not be funded.
6. If an application is substantially approvable but requires minor revisions to be fully approved, it will be set to revise status within 1 business day and LEA personnel will receive an automatic electronic notification.
  - a. The LEA will have 7 business days to revise the application in light of reviewer comments and resubmit.
  - b. DDOE will also provide the LEA with technical assistance, as necessary and as requested, during the revision timeline.

- c. The DDOE SIG review team will review each revised submission within 3 business days.
  - d. Subsequent revisions, if necessary, will repeat until such time as the application is fully approvable. For subsequent revision, LEAs will be required to revise and resubmit the application within 3 business days.
7. Once an application is approved by all review team members, the Associate Secretary for College and Career Readiness and the Secretary of Education will review and sign the grant. Should either the Associate Secretary or Secretary not approve the grant, he or she will contact the Director of Career, Technical and Title I Resources and explain the rationale denying approval. The director will then enter additional comments in the LEA application and the process will revert back to step 6 above.
  8. Once the Secretary has signed the grant, financial processing will begin. All funds will be loaded to the LEA and the LEA will be notified of the grant award within 5 business days of the Secretary's approval.

**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.<sup>3</sup>

<sup>3</sup> 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:**

**Part 2**

The Turnaround Unit and Title I Office will be responsible for monitoring performance in all SIG LEAs and schools, including those within the Partnership Zone. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.)

The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

All LEAs are required to provide formative and summative updates online within the Success Plan. First, the LEA/school enters performance data as compared to each measure and target set. Next, the LEA/school indicates the level of progress toward the target. Finally the LEA/school describes their level of progress and rationale for why they did or did not meet their target. Rationale must include supporting evidence.

Designated Turnaround Unit and Title I Office personnel will receive an automatic email when progress updates are submitted, which alerts them to review each submission. Turnaround Unit and Title I Office personnel will then contact LEA/school staff with any concerns or offers of technical assistance.

LEAs that do not show reasonable progress will receive regular feedback from the Turnaround Unit and Title I Office (quarterly review of formative progress and annual review of summative progress). The Turnaround Unit and Title I Office will be responsible for providing timely technical assistance to LEAs and for making determinations for non-renewal. Non-renewal decisions will be based on 1) consistent lack of progress across all formative and summative measures and 2) lack of LEA response to recommendations and/or technical assistance from the Turnaround Unit and Title I Office.

For Partnership Zone schools, state regulation requires that if, after two years of operations, a school has not made AYP, the MOU process will be repeated. The school will again have the opportunity to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option.

### **Part 3**

The Turnaround Unit and Title I Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG. Each LEA will be required to enter a minimum of 3 progress updates for each formative measure under the LEA Success Plan SIG Goal(s) during the first three quarters of the grant period. (Progress updates are entered into the web-based LEA Success Plan.) The summative progress update for each summative measure under the SIG Goal(s) must be entered within one month of the end of the grant period or within one month of data becoming available from the state assessment.

### **Part 4**

The Turnaround Unit and Title I Office will be responsible for monitoring performance in all SIG LEAs and schools, including Tier III schools funded through SIG.

The Turnaround Unit and Title I Office will monitor SIG schools to ensure they are making significant progress and are on track to achieve adequate yearly progress (AYP) in the following ways:

- Monitoring LEA progress updates for each formative measure under the LEA Success Plan SIG Goal(s) and ensuring progress is being made (at least quarterly).
- Monitoring summative progress updates for each summative measure under the SIG Goal(s) to ensure student achievement targets are being met (annually).
- Monitoring LEA progress on SIG project management plans (at least quarterly).
- Monitoring LEA expenditures (at least quarterly).

LEAs are required to submit at least 3 formative and 1 summative progress update; however, they may submit up to 12 formative updates a year. The Turnaround Unit and Title I Office will therefore monitor each award at a minimum of 4 times a year (quarterly) and up to 12 times a year (monthly).

The Turnaround Unit and Title I Office will also have access to monitor LEA expenditures on a monthly basis, but will monitor expenditures no less than quarterly (once every 3 months). It is anticipated that the Turnaround Unit and Title I Office will monitor expenditures monthly.

#### **Part 5**

SIG awards will be granted statewide in the following priority order:

1. State Partnership Zone schools that are in SIG Tier I and II (beginning 2011-2012)
2. Other SIG Tier I and II schools as follows:
  1. Rank remaining (non-Partnership Zone) Tier I schools from lowest to highest achieving in most recent test administration
  2. Determine LEA demonstrated capacity for Tier I applications within the state allocation
  3. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
  4. Rank remaining (non-Partnership Zone) Tier II schools from lowest to highest achieving in most recent test administration
  5. Determine LEA demonstrated capacity for Tier I applications within the state allocation
  6. Fund LEA applications in rank order, lowest achieving to highest, where LEA applications demonstrate capacity for full model implementation
3. Tier III schools - only where Tier I and/or Tier II schools are already being funded and where Tier III schools choose to implement one of the four SIG models
4. Tier III schools - only where Tier I and/or Tier II schools are already being funded or in LEAs where there are not Tier I or II schools that choose *not* to implement one of the four SIG models

#### **Part 6**

Tier III schools will be prioritized in two ways:

1. LEAs that serve both Tier I and/or Tier II schools and Tier III schools will have first priority to apply for funds supporting Tier III schools (LEAs with only Tier III schools will only be eligible once all Tier I and Tier II schools are funded)
2. LEAs that choose to implement one of the four models required for Tier I and Tier II in their Tier III schools will receive priority over applications from LEAs that choose other supports for Tier III schools.

#### **Part 7**

The SEA does not intend to take over any schools.

#### **Part 8**

The Turnaround Unit and Title I Office will provide a range of supports to LEAs as they turn around lowest-achieving schools, from identification as a Persistently Low Achieving School, to potential identification as a Partnership Zone school, to the planning process, to recruitment of leaders and staff, and finally, to the launch and operations of the turnaround school. Supports will include providing access to turnaround experts and mentors, providing help with recruiting operational partners, and

identifying and disseminating best practices. The State has established a partnership with US Education Delivery Institute to support its turnaround efforts. LEAs that choose to convert schools to a charter school to be authorized by the SEA, not LEA, will be supported by both the Turnaround Unit and Title I Office and the Charter School Office. Supports would include, but not be limited to, training to charter school staff regarding state and federal operating requirements such as financial management, data management and reporting, program requirements, curricula alignment, Success Planning, grant application processes, and charter school program requirements.

The Turnaround Unit and Title I Office will also provide targeted support for Partnership Zone schools as delineated in the MOU. Types of assistance will vary depending on the intervention model chosen, specific LEA and school needs, and MOU contents.

The state has identified four Tier I schools in three different LEAs for the Partnership Zone (Glasgow HS, Stubbs ES, Positive Outcomes Charter School, and Howard HS). Those LEAs are currently in the planning and MOU process. Final plans and MOUs will be approved in January 2011. Once final plans and MOUs are approved, we will share state supports referenced in those plans.

The state is also working with local foundations, non-profits, and the Mid-Atlantic Equity Center to provide all persistently low achieving schools information about high quality providers. These opportunities include:

- School visits to showcase various providers including, but not limited to, New Tech High School, Big Picture High School, Early College High School.
- The Mid-Atlantic Comprehensive Center has developed a compendium of research-based EMO and CMO models. This information will be shared with eligible applicants.
- Workshop with the National Institute for Time and Learning. They came to Delaware to assist the LEAs and the Charters examine their current instructional time, provided tools to do an extensive audit of time, and presented various samples of how other learning communities have increased instructional time anywhere from 15% to 25%.

## 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:**

SEA activities carried out through the state-level reservation funds will include:

- Title I Team costs to provide pre-application workshops including LEA plan and application self-assessment rubric training
- Turnaround Unit and Title I Office costs to provide post-award individualized technical assistance to LEAs
- Turnaround Unit and Title I Office costs to carry out SIG monitoring, evaluation, and reporting duties

**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 DSEA and the LEA Chief School Officers

**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** Delaware 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]** 30.

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** Delaware 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** Delaware 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:**

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

**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

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>‡</sup>	Title I eligible <sup>§</sup> 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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>**</sup>	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"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>‡</sup> “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.

<sup>§</sup> 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).

<sup>\*\*</sup> 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.

# Delaware Department of Education (DDOE) Title 1 - 1003g School Improvement Grant (SIG) Application

Lillian Lowery, Ed.D., Secretary of Education  
Daniel Cruce, Esq., Deputy Secretary of Education/ Chief of Staff  
Karen Field Rogers, Associate Secretary, Financial Reform & Resource Management  
Amelia Hodges, Ed.D., Associate Secretary, College and Workforce Readiness

John G. Townsend Building  
401 Federal Street, Ste 2  
Dover, DE 19901-3639

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- 1.** Success Plan
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## Abstract

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The Abstract is a brief, precise narrative summary of how this grant will impact the schools' plans for continuous improvement, and should include:

- Major program outcomes,
- The name(s) of school reform models, local innovations, and/or external supports,
- A brief description of activities supported by these funds,
- Time frames for implementation of these grant activities,
- The total amount of allocations, and
- The amount of funds requested, which must be equal to the total of funds requested on the summary budget page

test

## Success Plan for: ESPES Test School

**Years: 2010-2011 to 2010-2011**

**Mission Statement :** Mission Statement here. test

**Vision Statement :** Vision Statement here.

*(Old Style Needs Assessment)*

**Student Needs  
Assessment :**

**Staff & Community  
Assessment:** Staff and Community Needs Assessment here.

### **Needs Assessment**

#### **Student Needs Assessment**

- 1 : Group 1
  - Need:** Need 1
  - Root Cause:** Root Cause 1
  - Data Source:** test
- 3 : test
  - Need:** test
  - Root Cause:** test
  - Data Source:** test
- 2 : Low Income Students
  - Need:** Low Reading Levels
  - Root Cause:** Need Glasses
  - Data Source:** DIBELS

## Staff & Community Needs Assessment

1 : Group 2

Need: Need 2

Root Cause: Cause 2

Data Source: test

### Goals & Objectives

#### Goal 1: Accelerate achievement and improve outcomes for all students using exemplar standards and assessments

**Objective 1.1: Implement rigorous college and career ready standards and link with high quality formative and summative assessments [SOW Area #1: Support the development of new standards, align curriculum, and conduct assessments; SOW Area #2: Build a culture of college- and career readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement]**

##### Need(s) Influenced by this Objective:

##### Strategy(s):

There are no strategies associated with this Objective.

##### Measure(s):

There are no measures associated with this objective.

**Goal 2: Accelerate achievement and improve outcomes for all students by accessing and using state data**

**Objective 2.1: Improve access to, and use of, the State's robust longitudinal data system by creating a data portal with dashboards targeted to stakeholder groups [SOW Area #3: Implement and support improvement of the state longitudinal data system]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Objective 2.2: Build the capacity to use data to inform instruction by implementing instructional improvement systems and providing support from data coaches [SOW Area #4: Ensure implementation of instructional improvement systems and integrate State data coaches into instructional improvement systems]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Goal 3: Accelerate achievement and improve outcomes for all students with great teachers and leaders**

**Objective 3.1: Improve teacher and principal effectiveness with annual evaluations across multiple dimensions, and require student growth for effective ratings; use evaluations to inform teacher and principal development, rewards, and consequences [SOW Area #5: Conduct evaluations, integrate State development coaches, and use State educator evaluations as a primary factor in teacher and principal development plans, promotion, advancement, retention, and removal; SOW Area #6: Establish new educator career paths linked to evaluation]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Objective 3.2: Ensure equitable distribution by developing programs that place teachers and principals in high-need schools, prepare teachers for high-need subjects, and provide financial incentives to retain effective teachers and principals [SOW Area #7: Ensure equitable distribution of effective teachers and principals; SOW Area #8: Implement strategies to engage families and communities effectively in supporting the academic success of students (e.g., creating community-oriented schools that meet students' social, emotional, and health needs)]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Objective 3.3: Improve preparation/certification programs by assessing the effectiveness of their participants, expanding successful programs, and improving or removing less successful programs [SOW Area #9: Ensure that teachers and principals are effectively prepared]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Objective 3.4: Improve the coherence, quality, and impact of support for teachers and leaders through more rigorous certification and prioritization of instructional leadership [SOW Area #10: Adopt a State-identified model or another coherent approach to professional development (as approved by the State) and prioritize the highest-impact professional development; SOW Area #11: Accelerate the development of instructional leaders]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Goal 4: Accelerate achievement and improve student outcomes by turning around low achieving schools**

**Objective 4.1: Identify and build the capacity to improve and support all schools, especially those low performing schools or schools at risk for identification in the Partnership Zone [SOW Area #12: Follow the process for turning around schools selected for the Partnership Zone in accordance with State regulations and provide to low-achieving schools]**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

There are no strategies associated with this Objective.

**Measure(s):**

There are no measures associated with this objective.

**Goal 5: This is a new Goal**

**Objective 5.1: This is a new Objective**

**Need(s) Influenced by this Objective:**

- 1 *Staff & Community Need* (Group 2) Need 2
- 2 *Student Need* (Group 1) Need 1
- 3 *Student Need* (Low Income Students) Low Reading Levels

**Strategy(s):**

- 1 Continue implementation of Reading First in Elementary schools
- 2 Continue support of teachers to become HQT
- 3 Continue HQT hiring practices
- 4 Strategy add on Test Server

**Measure(s):**

**Measure:** [CM] % Proficient in Reading on the DSTP (All Students - All Grades)  
**Start Year:** 2008                      **Baseline:** 87  
**DOE Indicator:** [CM] % Proficient in Reading on the DSTP (All Students - All Grades)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	68	6/15/2008	n/a
6/15/2009	73	6/15/2009	n/a
6/15/2010	79	6/15/2010	n/a
6/15/2011	84	6/15/2011	n/a
6/15/2012	89	6/15/2012	n/a
6/15/2013	95	6/15/2013	n/a
6/15/2014	100	6/15/2014	n/a

**Measure:** This is a new Reading Measure  
**Start Year:** 2009                      **Baseline:** 50  
**DOE Indicator:** (none)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Quarterly

Target Date	Target	Actual Date	Actual
11/3/2009	53	11/6/2009	55
1/27/2010	57	(none)	

**Objective 5.2: This is another new Objective**

**Need(s) Influenced by this Objective:**

- 1 *Student Need* (Low Income Students) Low Reading Levels

**Strategy(s):**

- 1 Continue HQT hiring practices
- 2 Continue support of teachers to become HQT
- 3 School Improvement Grant Strategy 1
- 4 New Strategy

**Measure(s):**

**Measure:** % Proficient in Math on the DSTP (Low Income - Grade 2)  
**Start Year:** 2008                      **Baseline:** 75  
**DOE Indicator:** % Proficient in Math on the DSTP (Low Income - Grade 2)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	50	(none)	
6/15/2009	58	(none)	
6/15/2010	67	(none)	
6/15/2011	75	(none)	
6/15/2012	83	(none)	
6/15/2013	92	(none)	
6/15/2014	100	(none)	

**Goal 6: Accelerate achievement for all students and minimize the disparities among all groups of students.**

**Objective 6.1: Increase Math Performance for all Students**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

- 1 School Improvement Grant Strategy 1
- 2 Use technology to support instruction.

**Measure(s):**

**Measure:** [CM] % Proficient in Reading on the DSTP (All Students - All Grades)  
**Start Year:** 2008                      **Baseline:** 87  
**DOE Indicator:** [CM] % Proficient in Reading on the DSTP (All Students - All Grades)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	68	6/15/2008	n/a
6/15/2009	73	6/15/2009	n/a
6/15/2010	79	6/15/2010	n/a
6/15/2011	84	6/15/2011	n/a
6/15/2012	89	6/15/2012	n/a
6/15/2013	95	6/15/2013	n/a
6/15/2014	100	6/15/2014	n/a

**Measure:** [CM] % Proficient in Science on the DSTP (All Students - Grade 4)  
**Start Year:** 2008                      **Baseline:** 88  
**DOE Indicator:** [CM] % Proficient in Science on the DSTP (All Students - Grade 4)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Yearly

Target Date	Target	Actual Date	Actual
2/28/2008	95	2/28/2008	n/a
2/28/2009	95	2/28/2009	n/a
2/28/2010	95	2/28/2010	n/a

**Measure:** [CM] % Proficient in Math on the DSTP (All Students - All Grades)  
**Start Year:** 2008                      **Baseline:** 50  
**DOE Indicator:** [CM] % Proficient in Math on the DSTP (All Students - All Grades)  
**Perspective:** Student Achievement/Student Performance  
**Period:** Yearly

Target Date	Target	Actual Date	Actual
6/15/2008	50	(none)	
6/15/2009	58	(none)	
6/15/2010	67	(none)	
6/15/2011	75	(none)	
6/15/2012	83	(none)	
6/15/2013	92	(none)	
6/15/2014	100	(none)	

## Objective 6.2: Increase Reading Performance for all Students

### Need(s) Influenced by this Objective:

### Strategy(s):

- 1 Continue implementation of Reading First in Elementary schools
- 2 Tutors will work with ID students 3 hours a day on following items
- 3 Use technology to support instruction.
- 4 New Strategy

### Measure(s):

There are no measures associated with this objective.

**Objective 6.3: Each school will have highly qualified teachers**

**Need(s) Influenced by this Objective:**

**Strategy(s):**

- 1 Continue support of teachers to become HQT
- 2 Continue HQT hiring practices
- 3 School Improvement Grant Strategy 1

**Measure(s):**

**Measure:** % of classes taught by highly qualified teachers in Elementary Schools

Target Date	Target	Actual Date	Actual
7/1/2008	99	7/1/2008	99

**Start Year:** 2008                      **Baseline:** 95

**DOE**                      (none)

**Indicator:**

**Perspective:** Professional Development

**Period:** Yearly

---

## Goal 7: Goal added on the Test Server

### Objective 7.1: Objective added on the Test Server

**Need(s) Influenced by this Objective:**

**Strategy(s):**

- 1 Strategy add on Test Server

**Measure(s):**

There are no measures associated with this objective.

**Success Plan Team Members**

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>Email</b>
Hodges, Amelia	Director, Career, Tech, & Title I Resources	857-3320	ahodges@doe.k12.de.us
Duerr, Lori	Ed Associate	857-3320	lduerr@doe.k12.de.us
Hulse, John	Ed Associate	857-3381	jhulse@doe.k12.de.us
Jarrell, Ted	Ed Associate	735-4217	tjarrell@doe.k12.de.us
Kough, Theresa Vendryk	Ed Associate, 21 Century	857-3320	tkough@doe.k12.de.us
Wells, Kim	Ed Associate, Title I	857-3320	kwells@doe.k12.de.us

## 2.2 Team Members

---

List the LEA-level staff members and outside experts who will be supporting each school, and each person's expertise that will contribute to successful implementation of the grant.

<u>First Name</u>	<u>Last Name</u>	<u>Title</u>	<u>Email Address</u>	<u>Constituency</u>	<u>Programs</u>	<u>Perkins</u>
Amelia	Hodges	Director, Career, Tech, & Title I Resources	ahodges@doe.k12.de.us	Administrator		

2.3 Program Selection

---

<b>Federal</b>	
<input checked="" type="checkbox"/>	Title I-1003(g) SIG

2.( Coordinator and Allocations

---

**Federal Programs**

<b>Program</b>	<b>Coordinator</b>	<b>Allocation</b>	<b>Project Subgrant Ending Date</b>
Title I-1003(g) SIG	Hodges, Amelia ahodges@doe.k12.de.us	\$90,000.00	12/31/2011

### 3.0 Schools to Be Served

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#### **Federal Public School Distribution**

School	NCES ID	Tier	Intervention	Yr 1 Amt Rqt	Yr 2 Amt Rqt	Yr 3 Amt Rqt	Total Amt Rqt
--------	---------	------	--------------	-----------------	-----------------	-----------------	------------------

#### **Federal LEA Distribution**

		<b>1003(g)</b>					
Administration Cost		\$1.00					

## 4.0 Descriptive Information

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### Question A

A.1 Identify the School Improvement Grant (SIG) Tier I and Tier II schools that are also identified for the State Partnership Zone.

#Error

A.2 Describe the LEA capacity to use School Improvement Grant funds to provide adequate resources and supports to fully and effectively implement intervention models for all schools served under this application.

#Error

### Question B

B.1 If the LEA is not applying to serve all eligible Tier I and Tier II schools, provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve. Include LEA staffing, fiscal, and other resource limitations (capacity constraints) for schools not served.

#Error

B.2 Describe the rationale for the intervention model chosen for each School Improvement Grant (SIG) school that the LEA intends to serve.

#Error

### Question C

C.1 Describe the actions the LEA has taken, or will take, to design and implement the School Improvement Grant (SIG) intervention model(s) chosen and to meet all federal SIG intervention model requirements.

#Error

C.2 Describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.

#Error

### Question D

D.1 Describe the actions the LEA has taken, or will take, to align other resources with the School Improvement Grant (SIG) intervention model(s).

#Error

D.2 Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the School Improvement Grant (SIG) intervention model(s) fully and effectively.

#Error

D.3 Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

#Error

### Question E

E.1 If the Education Management Organization (EMO)/Charter Management Organization (CMO) management model is selected, provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners.

#Error

### Question F

F.1 If the school closure model is selected, provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools).

#Error

### Question G

G.1 For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

#Error

### Question H

H.1 Describe how the LEA consults with relevant stakeholders regarding this application and implementation of school improvement models in the LEA's Tier I and Tier II schools.

#Error

### Question =

I.1 Will the LEA be utilizing any 1003(g) SIG funds to carry out pre-implementation activities during the current school year?

I.2 If yes, list those activities below and explain how each activity will help the LEA prepare for full model implementation next school year.

**5.0 Budget**

The LEA must provide a budget that indicates the amount of school improvement funds from this grant 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 this LEA application.

**Budgeted Item Detail**

***Federal Budget Summary***

Classification	Account	Activity	1003(g)	Total
Salaries / Employee Costs	Professional: Administration	test *	\$1.00	\$1.00
		<b>Account Total</b>	\$1.00	\$1.00
	Professional: Instruction		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
	Pension Exempt Positions (including Substitutes and others)		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
	Support Staff		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
	Students (with WC and UI)		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
	Extra Pay for Extra Responsibility (EPER)		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
	OEC	Total OECs	\$1.26	\$1.26
		<b>Account Total</b>	\$1.26	\$1.26
<b>Classification Total</b>			<b>\$2.26</b>	<b>\$2.26</b>
Contracted Services	Professional: Administration	test *	\$1.00	\$1.00
		<b>Account Total</b>	\$1.00	\$1.00
	Fixed Charges		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00

			1003(g)	Total
Contracted Services	Professional: Instruction		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
		<b>Classification Total</b>	\$1.00	\$1.00
Travel	Professional: Administration	test *	\$1.00	\$1.00
		<b>Account Total</b>	\$1.00	\$1.00
	Professional: Instruction		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
		<b>Classification Total</b>	\$1.00	\$1.00
Supplies and Materials	Professional: Administration	test 3 *	\$5.00	\$5.00
		<b>Account Total</b>	\$5.00	\$5.00
	Professional: Instruction		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
		<b>Classification Total</b>	\$5.00	\$5.00
Capital Outlay	Maintenance of Plant	test 6	\$5.00	\$5.00
		<b>Account Total</b>	\$5.00	\$5.00
	Capital Outlay		\$0.00	\$0.00
		<b>Account Total</b>	\$0.00	\$0.00
		<b>Classification Total</b>	\$5.00	\$5.00
<b>Federal</b>			\$14.26	\$14.26
<b>* - Allow Indirect Cost Total</b>				

**OEC Summary**

<b>Program</b>	<b>FICA</b>	<b>Medicare</b>	<b>Pension</b>	<b>Workman's Comp</b>	<b>Unemployment</b>	<b>Health Ins. \ Non Taxed Benefits</b>	<b>Total OEC Cost</b>
Title I-1003(g) SIG	\$0.06	\$0.01	\$0.17	\$0.02	\$0.00	\$1.00	\$1.26
<b>Totals</b>	<b>\$0.06</b>	<b>\$0.01</b>	<b>\$0.17</b>	<b>\$0.02</b>	<b>\$0.00</b>	<b>\$1.00</b>	<b>\$1.26</b>

**Indirect Cost Summary**

<b>Program</b>	<b>Total Direct Program Charges</b>	<b>Indirect Cost Rate</b>	<b>Indirect Cost Billable</b>
Title I-1003(g) SIG	\$9.26	0.00 %	\$0.00
<b>Totals</b>	<b>\$9.26</b>		<b>\$0.00</b>

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

DELAWARE DEPARTMENT OF EDUCATION  
ASMINISTRATIVE SERVICE BRANCH

Business Mgr. initials when submitted  
as an Application Budget: \_\_\_\_\_

**BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS**

**CHECK ONE:**

APPLICATION BUDGET SUMMARY:  X

**SUBMIT EXPENDITURE REPORT TO:**

or EXPENDITURE REPORTS: \_\_\_\_\_

Program Manager who signed the Notification of Subgrant Award

Annual But Not Final \_\_\_\_\_ Final Report \_\_\_\_\_

AGENCY: ESPES

PROJECT BUDGET PERIOD

*For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.*

PROJECT TITLE: 1003(g)

BEGINNING: #Error

GRANT NUMBER: \_\_\_\_\_

ENDING: 12/31/2011

FUND & LINE: \_\_\_\_\_

Ind Cost 1st Yr: Ind \_\_\_\_\_  
Cost 2nd Yr: 0.00  
Number Exceeds: 0.00

PERIOD COVERED BY REPORT:  
(Complete for Expenditure Report Only)  
TO

EXPENDITURE ACCOUNTS		EXPENDITURE CLASSIFICATION							Total Budget
Classification	Account	Salaries / Employee Costs	Contracted Services	Travel	Supplies and Materials	Indirect Costs	Capital Outlay	Total Expenditures	
Administration	100	\$1.00	\$1.00	\$1.00	\$5.00				\$8.00
Instruction	200								
Attendance Service	300								
Health Services	400								
Pupil Transportation Services	500								
Operation of Plant	600								
Maintenance of Plant	700						\$5.00		\$5.00
Fixed Charges	800	\$1.26							\$1.26
Food Services	900								
Student Body Activities	1000								
Community Service	1100								
Capital Outlay	1200								
<b>Total Expenditures</b>	<b>19000</b>								
<b>Total Budget</b>		\$2.26	\$1.00	\$1.00	\$5.00		\$5.00		\$14.26

CHIEF OFFICER: User, District

DATE: 11/19/2010

PERSON COMPLETING REPORT: \_\_\_\_\_

(Signature required only when submitted as an Annual or Final Report)

## 6.0 Waivers

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### Question A

A.1 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.

- |                       |  |
|-----------------------|--|
| <input type="radio"/> | Extending the period of availability of school improvement funds.  |
| <input type="radio"/> | Starting over in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.        |
| <input type="radio"/> | Implementing a schoolwide program in a Tier I or a Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. |

**Title I 1003g SIG 2010 - 2011 : Compliance Signatures**

District: ESPES test District

**Chief School Officer Certification of Compliance**

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this 1003(g) SIG Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this 1003(g) SIG Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this 1003(g) SIG Application.
2. I have read this 1003(g) SIG Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in Section 1 of this 1003(g) SIG Application.
3. I have also read the attached Assurances for FY11. I understand that those Assurances are incorporated into and made a part of this 1003(g) SIG Application as though they were fully set out in this 1003(g) SIG Application with regard to those programs for which funding is sought.
4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this 1003(g) SIG Application as represented in this 1003(g) SIG Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for FY11, and any conditions imposed as part of the approval of this 1003(g) SIG Application.
5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances for FY11 and any conditions imposed as part of the approval of this 1003(g) SIG Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period.
6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.

**Chief School Officer:** User, District **Approval Date:** Friday, November 19, 2010

**Signature:** \_\_\_\_\_

**Chief Financial Officer Certification of Compliance**

I certify that:

1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this 1003(g) SIG Application on its behalf.
2. I have read this 1003(g) SIG Application and specifically read and reviewed the budget and financial information contained in or made part of the 1003(g) SIG Application. The information contained in the 1003(g) SIG Application it is true and correct to the best of my knowledge and belief.
3. The LEA is applying for funding under the following programs:

**Federal Programs**

Title I-1003(g) SIG

**State Programs**

4. I have reviewed and approved the submission of the budgets for each of these programs.

**Chief Financial Officer:** User, District

**Approval Date:** Friday, November 19, 2010

**Signature:**

\_\_\_\_\_

**Assurances**

**General**

- A. It is assured that the LEA will 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;**
- B. It is assured that the LEA will establish annual goals for student achievement on Delaware's assessment, both in reading 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;**
- C. It is assured that the LEA will, if it implements a restart model in a Tier I or a 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**
- D. It is assured that the LEA will report to the SEA the school-level data required under section III of the final requirements.**

**Delaware Department of Education Signatures**

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**Finance**

**Federal Programs:**

**Approval Date:** (none)

**State Programs:**

**Approval Date:** (none)

**Secretaries**

**Associate Secretary:**

**Approval Date:** (none)

**Secretary:**

**Approval Date:** (none)

Delaware Schools Eligible for FY2010 SIG Funds

LEA Name	LEA NCES ID#	School Name	School NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible	Small School	Partnership Zone School
Academy of Dover	1000017	Academy of Dover	00144			X				
Appoquinimink	1000080	Silver Lake Elem	00027			X				
Brandywine	1001240	Brandywine High	00242		X					
Campus Comm	1000007	Campus Community	00070			X				
Capital	1000190	Dover High	00050	X						
Capital	1000190	William Henry Middle	00058			X				
Capital	1000190	Central Middle	00049			X				
Capital	1000190	Kent County Alternative	00328			X	X		X	
Christina	1000200	Stubbs Elem	00217	X						X
Christina	1000200	Glasgow High	00239	X						X
Christina	1000200	Bancroft Elem	00233			X				
Christina	1000200	Newark High	00238			X				
Christina	1000200	Christiana High	00240			X				
Christina	1000200	Pulaski Elem	00220			X				
Christina	1000200	Shue-Medill Middle	00234			X				
Christina	1000200	Kirk Middle	00235			X				
Christina	1000200	Gauger-Cobbs Middle	00236			X				
Colonial	1000230	Penn High	00209			X				
Colonial	1000230	McCullough Middle	00271			X				
Colonial	1000230	Downie Elem	00205			X				
Colonial	1000230	Colwyck Elem	00203			X				
Colonial	1000230	Read Middle	00206			X				
Delmar	1000270	Delmar Senior High	00080		X					
East Side	1000006	East Side Charter	00017			X				
Lake Forest	1000790	Lake Forest High	00095		X					
Lake Forest	1000790	Lake Forest ILC	00215			X			X	
Laurel	1000810	Laurel Intermediate	00059			X				
NCC Votech	1001280	Howard HS of Tech	00297	X						X
NCC Votech	1001280	Delcastle Tech High	00154			X				
Pencader Charter High	1000025	Pencader High	00257			X				
Positive Outcomes	1000005	Positive Outcomes	00013	X						X
Red Clay	1001300	Stanton Middle	00266		X					
Red Clay	1001300	Dickinson High	00275		X					
Red Clay	1001300	Lewis Dual Language Elem	00258			X				
Red Clay	1001300	Warner Elem	00250			X				
Red Clay	1001300	A I duPont Middle	00272			X				
Red Clay	1001300	Baltz Elem	00264			X				
Seaford	1001530	West Seaford Elem	00160			X				
Seaford	1001530	Fred Douglass Elem	00157			X				
Seaford	1001530	Seaford Middle	00156			X				
Thomas Edison	1000010	Thomas Edison Charter	00079			X				

Delaware Schools Served With FY2009 SIG Funds

LEA Name	LEA NCES ID#	School Name	School NCES ID#	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible	Small School	Partnership Zone School
Brandywine	1001240	Mt Pleasant High School	00246		X					
Seaford	1000017	Seaford High School	00158		X					

# Title I 1003(g) SIG

## Grant Overview, FAQ's and Step-By-Step Instructions on How to Apply



Prepared by the Delaware Department of Education  
December 2010

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## Title I 1003(g) SIG Overview

Title I 1003(g) SIG was authorized under the Elementary and Secondary Education Act of 1965 (Title I or ESEA) to provide grants to State Education Agencies (SEAs) to distribute to Local Education Agencies (LEAs) and are specifically designed to target the state's persistently lowest achieving schools. The grants are intended to provide adequate resources in order to substantially raise achievement of the students in these schools.

Title I 1003(g) SIG funds are limited; therefore, the SEA was required to identify its persistently lowest achieving schools based on 1) a school's proficiency on the State's assessment, 2) the school's lack of progress on the assessments over a number of years, and 3) the school's graduation rate over a number of years. Once the SEA identified these schools, the SEA was required to rank the schools into "tiers" to develop a list of eligible schools of which LEAs may apply for funds. (See Attachment A for a list of eligible schools and their associated tiers). The section of this guidance titled "The Methods the SEA used to Determine Eligible Schools" provides an overview of the criteria used to determine each tier.

LEAs may apply for funds for any of the schools the SEA has identified as eligible. LEAs will, however, have certain parameters to follow when choosing which schools to serve. In addition, the LEA must serve at least one Tier I or Tier II school (unless the LEA has no Tier I or Tier II schools) within the LEA. An LEA may choose not to serve any of the above schools only if it can provide a clear and logical rationale for why it does not have the capacity to serve these schools, including LEA staffing, fiscal, and other resource limitations.

LEAs will be asked to choose among a pre-determined list of intervention models that it commits to implement in its Tier I and Tier II schools over a period of one to three years (depending on the model chosen) using the Title I 1003(g) SIG funds. The interventions the LEA must choose from include turning around the school, restarting the school, closing the school, or transforming the school. Each model has specific requirements which are defined in greater detail in the section below titled "Determining an Intervention Model."

LEAs will be asked a variety of questions in the application regarding how and why the LEA chose particular schools and their interventions, how it will implement the interventions, and how the LEA intends to use its requested budget to implement each intervention. Each LEA

application will need to include specific information in the LEA Success Plan. The LEA must identify specific school needs, formative and summative progress measures and targets, and strategies for implementing the selected intervention model(s). The Title I 1003(g) SIG falls under the Race To The Top Scope of Work Area 12, *Follow the process for turning around schools selected for the Partnership Zone in accordance with State regulations and provide to low-achieving schools*. Strategies for implementing the intervention(s) chosen will need to be added to the Race To The Top Goal 4, *Accelerate achievement and improve student outcomes by turning around low achieving schools* and Objective 8, *Identify and build the capacity to improve and support all schools, especially those low performing schools or schools at risk for identification in the Partnership Zone*. In addition, LEAs applying for Title I 1003(g) SIG funds for schools that do not fall into the state's Partnership Zone as defined by Race To The Top, will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.

SEAs are required to promptly review LEA applications and prioritize the distribution of funds to schools based on a) the greatest need for such funds and b) the strongest commitment to ensuring the funds are used to substantially raise student achievement. The SEA is also required to give priority to LEAs that apply to serve Tier I and Tier II schools. An SEA, therefore, cannot 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 have committed to serve. The SEA will also give priority to LEAs choosing to serve Tier III schools using one of the four pre-determined intervention models over LEAs choosing to serve Tier III schools not using one of the four pre-determined intervention models.

### Title I 1003(g) SIG Timeline

1. The Title I 1003(g) SIG Application will open upon approval of the state plan.
2. Applications will be due to the SEA 20 working days after the application is opened.
3. SEA reviews and comments on applications within 5 business days of submission.
4. If applications require revisions, LEAs have 7 business days to revise the applications.

5. SEA will review revisions within 3 business days of receiving revised applications.
6. If application is approvable, it will be submitted to the Associate Secretary for College and Career Readiness and the Secretary of Education. If the grant is signed, all funds will be loaded to the LEA, and the LEA will be notified of the grant award within 5 days of the Secretary's approval.
7. If the application is not approved by the Associate Secretary or the Secretary of Education, LEAs will have 3 business days to revise and resubmit. The process will then revert back to step 5 above.

### Availability of Funds

The State of Delaware Department of Education has received \$1,626,978 in FY 11 Title I 1003(g) SIG. The SEA will set aside \$81,349 for state administration costs (5 percent of the total allocation) and will allocate the remaining 95 percent to eligible LEAs. In addition to the FY 11 allocation, there is an additional \$6,870,000 in carryover funds available from FY 10. The total amount available for allocation is therefore \$8,415,629. LEAs may not apply for less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school it commits to serve. Funds will be available for up to three years but the majority of funds will need to be expended in the first year the grant is implemented. Please see Step 10 of the step-by-step grant instructions for guidance on how to budget items over the three year period. An LEA can apply once for each school as there will be no continuation grants awarded.

### The Method the SEA used to Determine Eligible Schools

The SEA was required to rank its "persistently lowest achieving schools" to determine which schools would be eligible for funds. In order to do so, the SEA reviewed the following data to develop its list of eligible schools: 1) the academic achievement of the "all students" subgroup in each school in terms of proficiency on the assessments in reading and mathematics, 2) the school's lack of progress on those assessments over a period of three school years (2008, 2009, and 2010) in the "all students" subgroup, and 3) the school's graduation rate for 2008, 2009, and 2010.

As required by the Title I 1003(g) SIG guidelines, the SEA then developed a set of tiers to rank schools. The SEA determined that its persistently lowest achieving schools could fall into three tiers as follows:

Tier I: Any Title I school in improvement, corrective action, or restructuring that:

- (a) 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
- (b) is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students measured from the beginning of high school who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

Tier II: Any secondary school that is eligible for, but does not receive, Title I funds that:

- (a) 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
- (b) is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students measured from the beginning of high school who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

*According to new state regulations, secondary schools are defined as schools with a grade configuration including any of the following; grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School.*

Tier III: Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

In addition to the requirements listed above, the SEA has determined that for purposes of this grant, a school must have a poverty rate of 35 percent or higher to be considered Title I eligible. The SEA was also not permitted to exclude any schools, so any Title I eligible schools that get an accountability rating were also included. Based on the above listed criteria, Delaware has five schools that fall into Tier I, five schools that fall into Tier II, and 31 schools that fall into Tier III. See Attachment A for a list of eligible schools.

### Determining an Intervention Model

LEAs applying for Title I 1003(g) SIG funds must identify which intervention models it will implement in each of its eligible Tier I and Tier II schools. The LEA must choose among the following four intervention models.

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

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

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

**Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

More information on each of the models is available from the following website:

<http://www2.ed.gov/policy/gen/leg/recovery/programs.html>

NOTE: LEAs are not required to choose among the designated intervention models for Tier III schools it commits to serve; however, the LEA must identify the services the school will receive of the activities the school will implement. If an LEA chooses not to serve an eligible Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

### SEA Grant Review Process

All LEA applications will be reviewed by a team of DDOE staff members including those responsible for Title I, school improvement, accountability, federal finance, and one representative from the Department's Turnaround Unit. Each member will have the opportunity to comment and provide feedback on each section of the application. Each section of the grant will be reviewed using a specific set of evaluation criteria.

### Significant New Guidance

The following excerpts from the US ED non-regulatory guidance on Title I 1003(g) SIG issued November 1, 2010 highlight significant changes from prior year implementation requirements.

#### **F-7a. In implementing a school intervention model, must an LEA comply with State and local laws and agreements, including collective bargaining agreements?**

Yes. Nothing in the SIG final requirements gives an LEA the authority to take action it is not otherwise permitted to take. Accordingly, an LEA must implement the school intervention models in a manner that complies with all governing laws, regulations, and agreements, which includes providing the rights, remedies, and procedures afforded to LEA employees under existing collective bargaining agreements. For example, in many States, an LEA has an obligation to bargain with its union over issues that are affected by elements of the school intervention models before those elements may be implemented. Some State tenure laws also establish processes with which an LEA must comply before removing staff, which may impact an LEA's ability to implement the models. At the same time, however, an LEA may not fail to implement specific components of a school intervention model because they conflict with one or more of those rights, remedies, or procedures. For example, under the transformation model, an LEA must implement a teacher evaluation system that includes student growth as a significant factor; an LEA would not be exempt from this requirement because its collective bargaining

agreement prohibits teacher evaluation based on student achievement. Therefore, as discussed in F-7, an LEA that has such a collective bargaining agreement and wishes to apply for SIG funds to implement a transformation model must negotiate with its collective bargaining unit to modify the collective bargaining agreement in a manner that enables the LEA to comply with the SIG final requirements without violating the agreement. If an LEA cannot resolve the conflict in a way that permits it to implement one of the school intervention models fully and effectively, it would not be able to apply for SIG funds. (New for FY 2010 Guidance)

**G-1c. How should an LEA determine the number of staff members that must be replaced for purposes of implementing the turnaround model when the LEA is taking advantage of the flexibility to continue an intervention it has begun to implement within the last two years?**

If a Tier I or Tier II school implementing a turnaround model has replaced staff members within the last two years as part of a school reform effort, consistent with G-1b, the school may count the staff it has already replaced in determining the number of additional staff that would have to be replaced in accordance with the model. As described in B-3, in determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of implementation. For example, if a school has a total of 100 staff positions, including some that may be vacant, the LEA may rehire up to 50 staff members. That means the LEA must replace at least 50 staff members in the school. However, if within the last two years, the school had replaced 20 staff members by using locally-adopted competencies to hire 20 new staff members as part of a school reform effort, consistent with G-1b, the LEA would need to replace an additional 30 staff members. On the other hand, if the school had replaced 20 staff members, but only 10 of those staff members were replaced with new staff that were screened using locally-adopted competencies as part of a school reform effort, consistent with G-1b, the LEA would need to replace an additional 40 staff members to meet the requirements of the turnaround model. In other words, new staff that were screened using locally-adopted competencies and hired within the last two years as part of a school reform effort, consistent with G-1b, do not count as staff that are “rehired.” Rather, although these new staff members may be retained in the school, they count as “replaced” staff. (New for FY 2010 Guidance)

**J. PRE-IMPLEMENTATION\***

(\*Section J from the FY 2009 Guidance, “SIG, Race to the Top, and the State Fiscal Stabilization Fund,” has been removed and replaced with this new Section J for FY 2010.)

**J-1. May an LEA use FY 2010 and/or FY 2009 carryover SIG funds for “pre-implementation”?**

Yes. Carrying out SIG-related activities during a —pre-implementation|| period 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. (New for FY 2010 Guidance)

**J-2. What are examples of SIG-related activities that may be carried out in the 2010–2011 school year in preparation for full implementation in the 2011–2012 school year?**

This section of the guidance identifies possible activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. The activities noted should not be seen as exhaustive or as required. Rather, they illustrate possible activities, depending on the needs of particular SIG schools:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H- 19a).
- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured

common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities. (New for FY 2010 Guidance)

### **J-3. When may an LEA begin using FY 2010 and/or FY 2009 carryover SIG funds to prepare for full implementation of an intervention model in the 2011–2012 school year?**

An LEA may begin using FY 2010 and/or FY 2009 carryover SIG funds after the SEA has awarded the LEA a SIG grant based on the LEA's having met all requirements for having a fully approvable SIG application, including conducting a needs assessment and identifying the model that will be implemented in each school the LEA will serve with SIG funds. (New for FY 2010 Guidance)

### **J-4. Is there a limit on the amount of SIG funds that an LEA may spend during the pre-implementation period that begins when it receives FY 2010 and/or FY 2009 carryover SIG funds?**

There is no specific limit on the amount of SIG funds that an LEA may spend during pre-implementation. However, funds for activities that are designed to prepare for full implementation in the 2011–2012 school year come from the LEA's first-year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget and should consider, at a minimum, the following:

- SIG funds awarded for the first year must cover full and effective implementation through the duration of the 2011–2012 school year, in addition to preparatory activities carried out during the pre-implementation period.
- All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools (see also I-30). (New for FY 2010 Guidance)

## **Staffing**

**J-5. May SIG funds be used to recruit and hire the incoming principal and leadership team, who will begin planning for full implementation in the 2011–2012 school year?**

Yes. Once it receives FY 2010 and/or FY 2009 carryover SIG funds, an LEA may use those funds to recruit and hire the incoming principal and leadership team so that they may begin planning for full and effective implementation of one of the four intervention models at the beginning of the 2011–2012 school year. However, an LEA that will be bringing on a new principal should be sure to consider and address the following issues with respect to State and local laws and requirements:

- the authority of the incoming principal in relation to the current-year principal; and
- the timeframe within which the incoming principal may make human resource decisions regarding current and newly recruited school staff. (New for FY 2010 Guidance)

**J-6. May SIG funds be used to continue paying unassigned teachers who have been removed from the classroom?**

No, SIG funds may not be used to continue paying unassigned teachers who have been removed from the classroom and are not participating in activities to prepare their school for full implementation of a school intervention model. According to Office of Management and Budget Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments* (2004) (OMB Circular A-87), Attachment A, C.3.a, “a cost may only be charged to a Federal program *in accordance with relative benefits received*” (emphasis added). Continuing to pay unassigned teachers who have been removed from the classroom would not provide any benefits to improve the academic achievement of students through SIG funds. Thus, SIG funds may not be allocated for this purpose. (New for FY 2010 Guidance)

**J-7. May an LEA use SIG funds to buy out the remainder of the current principal’s contract?**

No, an LEA may not use SIG funds to buy out the remainder of the current principal’s contract. As noted above (see J-6), in accordance with OMB Circular A-87, Attachment A, C.3.a, “a cost may only be charged to a Federal program in accordance with relative benefits received.” Although a principal may need to be replaced in order to fully implement a SIG intervention model, buying out the remainder of the current principal’s contract would not provide any benefits to improve the academic achievement of students and, therefore, SIG funds may not be allocated for this purpose. (New for FY 2010 Guidance)

**Development of External Partnerships**

**J-8. For a school implementing the restart model, may an LEA use SIG funds to conduct the rigorous review process required to select a charter school operator, a CMO, or an EMO?**

Yes, an LEA may use SIG funds to conduct the required rigorous review process for selecting a charter school operator, CMO, or EMO to implement the restart model, and to contract with the

selected entity. Conducting the rigorous review process during pre-implementation should enable the LEA to ensure that the charter school operator, CMO, or EMO it selects to implement the restart model will be ready to begin full implementation by the start of the 2011–2012 school year. (See C-5.)

**J-9. May an LEA use SIG funds to hire external providers to assist in planning for and carrying out activities necessary for full implementation of a school intervention model in the following year?**

Yes, an LEA may use SIG funds to hire external providers to assist in planning for and carrying out activities necessary for full implementation of a school intervention model in the following year. However, the LEA should bear in mind that the SIG funds it is awarded for the first year of implementation must fund both activities carried out during pre-implementation and full and effective implementation for the duration of the following school year. Therefore, the LEA should be careful in using its SIG funds for activities such as hiring external providers for planning purposes to ensure that it has sufficient funds to fully implement its intervention models. Additionally, an LEA should be sure that all external providers with which it contracts are screened to ensure their quality. Like the rigorous review process for charter school operators, CMOs, and EMOs, screening other external providers enables an LEA to ensure that a provider with which it contracts is qualified to assist the LEA in making meaningful changes and implementing comprehensive reform in the Tier I and Tier II schools the LEA serves with SIG funds (see H-19a; I-24a). (New for FY 2010 Guidance)

**Instructional Programs**

**J-10. May an LEA use SIG funds prior to full implementation to provide supplemental remediation or enrichment to students in schools that will begin full implementation of a SIG model at the beginning of the 2011–2012 school year?**

Yes, an LEA may use SIG funds to provide supplemental remediation or enrichment services to students enrolled in a school that will begin full implementation of a SIG model at the beginning of the 2011–2012 school year. Within those schools, an LEA may use SIG funds, for example, for supplemental activities, including summer school for rising ninth-graders, designed to prepare low-achieving students to participate successfully in advanced coursework, such as AP or IB courses, early-college high schools, or dual enrollment in postsecondary credit-bearing courses; or to provide after-school tutoring for low-achieving students. Note that, to be supplemental, the remediation or enrichment supported with SIG funds must be in addition to what would otherwise be offered to students in the school (*e.g.*, SIG funds may not be used to support a program that would supplant a regular summer school program offered to all students). (New for FY 2010 Guidance)

**Professional Development and Support**

**J-11. May an LEA use SIG funds to pilot an evaluation system for teachers and principals at schools receiving SIG funds to implement a transformation model?**

Yes, an LEA may use SIG funds to pilot the rigorous, transparent, and equitable evaluation systems for teachers and principals that are required in schools implementing the transformation model. To meet the requirements of the transformation model, the pilot evaluation system must take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance, on-going collections of professional practice reflective of student achievement, and high school graduation rates. The pilot evaluation system must also be designed and developed with teacher and principal involvement. Although an LEA might want to establish and implement a teacher and principal evaluation system that includes all teachers and principals within the LEA, SIG funds may not be used for district-wide activities.

However, prior to launching a district-wide teacher and principal evaluation system, an LEA may use SIG funds to pilot the system for teachers and principals only at schools that are being served with SIG funds to ensure that the system is a useful tool that operates as intended. Similarly, an LEA may use SIG funds to support the salaries of evaluators who, as part of the LEA's preparation to fully implement an intervention model, observe and evaluate teachers in schools that are receiving SIG funds to begin implementing an intervention model at the beginning of the 2011–2012 school year. An LEA might also consider using SIG funds to provide additional training to the individuals who will be observing and evaluating teachers in schools receiving SIG funds. (New for FY 2010 Guidance)

### **Preparation for Accountability Measures**

#### **J-12. May an LEA use SIG funds to pay for a needs assessment in order to select appropriate school intervention models for inclusion in the LEA's SIG application?**

No, an LEA may not use SIG funds to pay for a needs assessment in order to determine which model to implement in particular schools prior to submitting its SIG application. As specified in J-2, an LEA may use SIG funds only after the LEA has received a grant award of FY 2010 or FY 2009 carryover SIG funds based on the LEA's fully approvable SIG application. An SEA may use its section 1003(a) funds or part of the SIG funds it may reserve for administration, evaluation, and technical assistance expenses to support a needs assessment in its LEAs. (New for FY 2010 Guidance)

### **Other**

#### **J-13. May an LEA use SIG funds during pre-implementation in a targeted assistance school that will fully implement a school intervention model through a schoolwide waiver beginning in the 2011–2012 school year?**

Yes. As discussed in F-1, the Secretary is inviting requests for waivers to enable a Tier I or Tier II Title I participating school operating a targeted assistance program to operate a schoolwide program so that it can implement a school intervention model. A targeted assistance school that receives FY 2010 or FY 2009 carryover SIG funds to implement a model beginning in the 2011–2012 school year would need to become a schoolwide school, through the schoolwide waiver, beginning in the 2011–2012 school year. Although the school would remain a targeted assistance

school throughout the 2010–2011 school year, the Department will construe the schoolwide waiver to apply to SIG-related activities carried out in the 2010–2011 school year using SIG funds if those activities are designed to prepare the LEA to implement an intervention model fully and effectively in the 2011-2012 school year. (New for FY 2010 Guidance)

**J-14. May an LEA use SIG funds for minor remodeling of school facilities to enable the use of technology?**

Yes, an LEA may use SIG funds during pre-implementation to pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.

The overall goal of the SIG program is to improve student academic achievement in persistently lowest-achieving schools through the implementation of one of four school intervention models. If an LEA determines, with an eye toward the ultimate goal of improving student achievement, that the use of new technology is essential for the full and effective implementation of one of the models, it may deem the costs associated with that new technology a reasonable and necessary use of SIG funds. (New for FY 2010 Guidance)

Frequently Asked Questions

The following are excerpts from the USED Non-regulatory guidance on Title I 1003(g) SIG issued November 1, 2010 specific to LEA requirements. The entire guidance document can be accessed at the following link: <http://www2.ed.gov/programs/sif/legislation.html>

*DDOE comments are in blue text.*

**H. LEA REQUIREMENTS**

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

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

*LEAs with schools listed on the attached document may apply for Title I 1003(g) SIG funds for one or more of its listed schools. LEAs choosing not to serve any Tier I schools must explain why the LEA lacks the capacity to serve all of its Tier I schools in the application.*

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

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

*Delaware's SEA cannot apply for Title I 1003(g) SIG grants on behalf of an LEA.*

### **H-3. Must an LEA that wishes to receive FY 2010 SIG funds submit a new application?**

Yes. An LEA that wishes to receive FY 2010 SIG funds through the FY 2010 competition to support interventions in schools that are not being served with FY 2009 SIG funds must submit a new application. The LEA should bear in mind that, if it also received FY 2009 SIG funds, renewal of its SIG grant for the schools being funded with FY 2009 SIG funds will be made out of the FY 2009 SIG funds that were reserved by the SEA when it conducted its competition for FY 2009 funds. Funds from the FY 2010 competition, however, could be used by the LEA to support implementation of a school intervention model in additional schools, which may include schools that had not been identified as eligible to receive SIG funds for purposes of the FY 2009 competition but are eligible to receive SIG funds for purposes of the FY 2010 competition as well as schools that the LEA did not previously have the capacity to serve. (Modified for FY 2010 Guidance)

*Eligible LEAs must submit new applications using the new Title I 1003(g) SIG application tool available through DDOE Single Sign On in the Education Success Planning and Evaluation system for 2010-2011 Title I 1003(g) SIG grant funds.*

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

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

- (1) Identify the Tier I, Tier II, and Tier III schools the LEA commits to serve;
- (2) Identify the school intervention model the LEA will implement in each Tier I and Tier II school it commits to serve;
- (3) For each Tier I and Tier II school that the LEA commits to serve, demonstrate that the LEA--
  - Has analyzed the needs of each school and selected an intervention for each school.
  - Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected;
- (4) If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school;
- (5) Describe actions it has taken, or will take, to:

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

(6) Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application;

(7) Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive SIG funds;

(8) For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement;

(9) Describe the goals the LEA has established to hold accountable the Tier III schools it serves with SIG funds;

(10) Include a budget indicating the amount of SIG funds the LEA will use to--

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

(11) Consult with relevant stakeholders, as appropriate, regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools;

(12) Include the required assurances; and

(13) Indicate any waivers that the LEA will implement with respect to its SIG funds. See generally sections II.A.2, II.A.4, and II.A.5 of the final requirements.

Note that, even in a State that does not request a waiver to extend the period of availability of its FY 2010 SIG funds, the timeline delineating the steps the LEA will take to implement the selected intervention ((6) above), the required annual goals ((7) and (9) above), and the budget ((10) above) should cover all three years over which the school intervention model will be implemented. (Modified for FY 2010 Guidance)

***Delaware's 2010-2011 Title I 1003(g) SIG grant application requires LEAs to respond to each of the above listed requirements. In addition to the requirements above, each LEA application will also need to include specific information in the LEA Success Plan directly linked to the intervention(s) chosen. The LEA must identify specific school needs, formative and***

*summative progress measures and targets, and strategies for implementing the intervention model(s).*

*LEAs applying for Title I 1003(g) SIG funds for schools that do not fall into the state's Partnership Zone will be required to develop and submit project management plans through the web-based Education Success Planning and Evaluation System. Project management plans must be submitted within 30 business days after the LEA receives notification of grant award.*

*The SEA has applied for the following waivers: To extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2014; to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline; to waive the 40 percent poverty eligibility threshold to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold; and to extend the period of availability of FY 2009 carry over school improvement funds to September 30, 2014. The SEA has received prior approval for the following waiver: to waive the definition in section I.A.3 of the final requirements in order to apply a "minimum n" of 30 below which the SEA would not identify a school for Tier I or Tier II proficiency calculations and annual graduation rate calculations.*

**H-4a. Should families and other members of the community be included among the relevant stakeholders with whom an LEA consults regarding its application for SIG funds and implementation of school improvement models in its Tier I and Tier II schools?**

Yes. Family and community engagement is a critical component of a successful intervention in a Tier I or Tier II school. Accordingly, the Department strongly encourages LEAs to engage these stakeholders in the decision-making process regarding an LEA's SIG application. For example, an LEA might hold community meetings to discuss the school intervention model it is considering implementing and the reasons it believes that the model is appropriate; survey families and the community to gauge their needs; or provide updates to families and the community about the application process and status of the LEA's application. Given the importance of family and community engagement to the success of an intervention, the open dialogue and engagement with these stakeholders should not end when an LEA's application is approved, but should continue through the pre-implementation stage and throughout the implementation of the intervention model. (New for FY 2010 Guidance)

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

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

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

An LEA that applies for a SIG grant must serve each of its Tier I schools—including both Tier I schools that are among the State’s persistently lowest-achieving schools and Tier I schools that are newly eligible to receive SIG funds that the SEA has identified as Tier I schools—using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. See section II.A.3 of the final requirements. An LEA that is serving some of its schools with FY 2009 SIG funds is not obligated to apply for FY 2010 SIG funds to serve additional schools, but if it chooses to do so, it must meet this requirement to serve each of its Tier I schools unless it lacks sufficient capacity to do so, particularly if the LEA wishes to serve any Tier III schools. (Modified for FY 2010 Guidance)

*LEAs must commit to serve every school listed as Tier I unless it can demonstrate that it lacks sufficient capacity to do so (see H-7).*

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

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9). An LEA may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools or the fact that it is currently serving Tier III schools with FY 2009 SIG funds. (Modified for FY 2010 Guidance)

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

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

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

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

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

Yes. Even an LEA that has one or more Tier I schools may commit to serving only its Tier II schools. In particular, an LEA that has one or more Tier I schools may commit to serving only its

Tier II schools if serving those schools will result in a lack of capacity to serve any Tier I schools (see H-9).

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

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

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

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

**H-12a. May an LEA continue to serve as a Tier III school a school that was previously identified as a Tier III school and is being served in 2010–2011 with FY 2009 SIG funds but is identified as a Tier I or Tier II school for the FY 2010 SIG competition?**

In general, no; if it is to be served, the school must be served as a Tier I or Tier II school and must implement one of the SIG intervention models. If a school that was previously identified as a Tier III school and is being served in 2010–2011 with FY 2009 SIG funds is identified as a Tier I or Tier II school for purposes of the FY 2010 competition for SIG funds, that school may not continue to receive SIG funds as a Tier III school beyond the 2010–2011 school year. (See section II.A.3 of the SIG final requirements, providing that an LEA “may not serve with [SIG] funds ... a Tier I or Tier II school in which it does not implement one of the four interventions ...”) If the LEA in which such a school is located wishes to continue receiving SIG funds for that school, it must apply for SIG funds through the FY 2010 competition to serve the school as a Tier I or Tier II school, as appropriate. The exception to this rule is that a Tier III school that is using SIG funds to implement one of the school intervention models beginning in the 2010–2011 school year may continue to receive FY 2009 SIG funds over the full three years of its grant to support that implementation. (New for FY 2010 Guidance)

**H-12b. May an LEA receive FY 2010 or FY 2009 carryover SIG funds for a Tier III school that also is receiving FY 2009 SIG funds as a result of the FY 2009 competition?**

No. Through the waiver to extend the period of availability, a Tier III school that is receiving SIG funds as a result of the FY 2009 competition will continue to receive FY 2009 SIG funds in the 2011–2012 and 2012–2013 school years, assuming it meets the requirements for having its grant renewed. Therefore, if a school that was previously identified as a Tier III school and is

being served with FY 2009 SIG funds is again identified as a Tier III school for purposes of the FY 2010 competition, it may not continue to receive FY 2009 SIG funds and receive, in addition, FY 2010 and/or FY 2009 carryover SIG funds. In other words, the school may not “double dip” to receive SIG funds from both competitions. (New for FY 2010 Guidance)

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

The following chart summarizes how the requirements and limitations described in H-6 through H-12 work together to guide an LEA’s determination of which schools it must commit to serve with SIG funds if it wishes to receive FY 2010 and/or FY 2009 SIG carryover funds:

<b>If an LEA has one or more . . .</b>	<b>In order to get FY 2010 and/or FY 2009 carryover SIG funds, the LEA <u>must</u> commit to serve...</b>
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

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

(Modified for FY 2010 Guidance)

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

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

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

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

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

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

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

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

**H-18. How can an LEA demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four school intervention models?**

An LEA can demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve by addressing a number of matters. For example, the LEA might emphasize the credentials of staff who have the capability to implement one of the school intervention models. The LEA might also indicate its ability to recruit new principals to implement the turnaround and transformation models or the availability of CMOs and EMOs it could enlist to implement the restart model. The LEA might also indicate the support of its teachers' union with respect to the staffing and teacher evaluation requirements in the turnaround and transformation models, the commitment of its school board to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in schools to be served. In addition, the LEA should indicate through the timeline required in its application that it has the ability to begin implementing the school intervention model it selects fully and effectively by the beginning of the 2011–2012 school year. (Modified for FY 2010 Guidance)

#### **H-19. How can an LEA use —external providers|| to turn around its persistently lowest achieving schools?**

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

#### **H-19a. How should an LEA select external providers to assist it in turning around its persistently lowest-achieving schools?**

As discussed above in Section C of the guidance (see, in particular, C-5), if an LEA wishes to contract with a charter school operator, a CMO, or an EMO to implement the restart model, it must select that charter school operator, CMO, or EMO through a “rigorous review process.” All other external providers must also be screened for their quality. (See section I.A.4(iii) of the final requirements, providing that, in its application for SIG funds, an LEA must describe, among other things, the actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality.) The purpose of such screening is similar to the purpose of the “rigorous review process,” in that both processes permit an LEA to examine a prospective provider's reform plans and strategies. Screening an external provider helps prevent an LEA from contracting with a provider without ensuring that the provider has a meaningful plan for contributing to the reform efforts in the targeted school. In screening a potential external provider, an LEA might, for example, require the provider to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing. (New for FY 2010 Guidance)

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

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

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

An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. This limitation applies irrespective of whether the Tier I or Tier II schools an LEA applies to serve are among the State’s persistently lowest-achieving schools or whether they are newly eligible schools identified as Tier I or Tier II schools at the State’s option. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds. (Modified for FY 2010 Guidance)

**H-21a. If an LEA that was not subject to the nine-school cap for FY 2009 is subject to the cap for FY 2010 because it now has nine or more Tier I and Tier II schools and is already exceeding the cap based on the number of schools in which it is implementing the transformation model in 2010–2011, must it change the model being implemented in some of those schools in order to comply with the cap?**

No. An LEA in this situation need not change the models it is implementing in the schools already being served with SIG funds but, if it is already exceeding the cap, it may not implement the transformation model in any additional schools. For example, for FY 2009, LEA 2 had four Tier I schools and four Tier II schools, so it was not affected by the cap (because it only had eight Tier I and Tier II schools). Using FY 2009 SIG funds, it implemented the transformation model in all four Tier I schools and two Tier II schools. For FY 2010, LEA 2 has three additional

schools identified as Tier I, so it now has a total of 11 Tier I and Tier II schools, which means the cap would apply. As a result, it may implement the transformation model in only five of its schools. Under these circumstances, LEA 2 would not be required to stop implementing the transformation model in one of its schools, but it would not be permitted to implement the transformation model in any additional Tier I or Tier II schools that it seeks to serve. (New for FY 2010 Guidance)

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

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

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

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

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

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

- (1) Is meeting annual goals established by the LEA for student achievement on the State's ESEA assessments in both reading/language arts and mathematics; and
- (2) Is making progress on the leading indicators described in the final requirements. See section II.A.8 of the final requirements.

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

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

1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA. Further, note that the LEA should establish annual goals to cover all three years of implementation of the school intervention model, even if the second and third years will be funded out of continuation grants. (Modified for FY 2010 Guidance)

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

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

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

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

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

See section III.A of the final requirements.

**H-28. Is there a limit on the amount of SIG funds an LEA may carry over?**

No. The provision in section 1127(a) of the ESEA that limits the amount of Title I, Part A funds an LEA may carry over to the subsequent fiscal year does not apply to SIG funds.

**H-29. May an LEA use SIG funds to pay for the costs of minor remodeling necessary to support technology that will be used as part of the implementation of a school intervention model?**

Yes, an LEA may use SIG funds to pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.

The overall goal of the SIG program is to improve student academic achievement in persistently lowest-achieving schools through the implementation of one of four school intervention models. If an LEA determines, with an eye toward the ultimate goal of improving student achievement, that the use of new technology is essential for the full and effective implementation of one of the models, it may deem the costs associated with that new technology a reasonable and necessary use of SIG funds. For example, if an LEA chooses to accelerate learning by implementing Web-based interim assessments and aligned on-line instructional materials for students and that implementation requires computers placed in classrooms rather than in a computer lab and wireless connectivity, it may use SIG funds to carry out minor remodeling needed to accommodate the computers in the classrooms and the wireless connectivity.

Please note that, under 34 C.F.R. § 77.1(c), “minor remodeling” means “minor alterations in a previously completed building,” and also includes the “extension of utility lines, such as water and electricity, from points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of the previously completed building.” “Minor remodeling” specifically “does *not* include building construction, structural alterations to buildings, building maintenance, or repairs.” (34 C.F.R. § 77.1(c) (emphasis added).)

Any costs for minor remodeling that an LEA wishes to support with SIG funds must be included in the LEA’s proposed SIG budget and reviewed and approved by the SEA. In addition, the LEA must keep records to demonstrate that such costs are directly attributable to its implementation of a school intervention model as well as reasonable and necessary.

## Step-by-Step Grant Instructions

### Step 1: Accessing the Title I 1003(g) SIG Grant

#### Registration for Delaware Single Sign-On

Before logging on to the Title I 1003 (g) SIG Grant for the first time, you will need a User Name and Password. The Title I 1003(g) SIG Grant is part of the Education Success Planning & Evaluation System (ESPES) and is accessed through the Delaware Department of Education's Single Sign-On (DDOESSO) system.

You may register for a Single Sign-on account by accessing the DDOESSO page at the following link: <https://login.doe.k12.de.us/DDOESSO>. The following screen will appear. To request an account choose Request Account

Single Sign-On

SignOn ID

Password

Remember My SignOn ID

[Forgot Password](#) | [Request Account](#) | [Contact Us](#)

Authorized Users Only

only by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the DOE's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including termination.

The following screen will appear. Complete the required information and hit submit.

**Request New Account**

Please fill out the following fields in order to request a new Account for Single Sign-On.  
*\*\*\*If possible please use your State Email.*

Email

First Name

Last Name

Middle Name

District

School

What is your birthday?

What is the last four digit of your SSN?

Additional Security Question

Additional Answer



## Step 2: Accessing the Title I 1003(g) SIG Grant

Accessing the Title I 1003(g) SIG Grant from the DDOESSO web site takes three steps:

1. Go to the following URL: <https://login.doe.k12.de.us/DDOESSO>). You will see the DDOE Single SignOn page. You will be prompted to enter your SignOn ID (your email address) and your password.

**Single Sign-On**

SignOn ID

Password

Remember My SignOn ID

[Forgot Password](#) | [Request Account](#) | [Contact Us](#)

Authorized Users Only

only by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the system's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including termination.

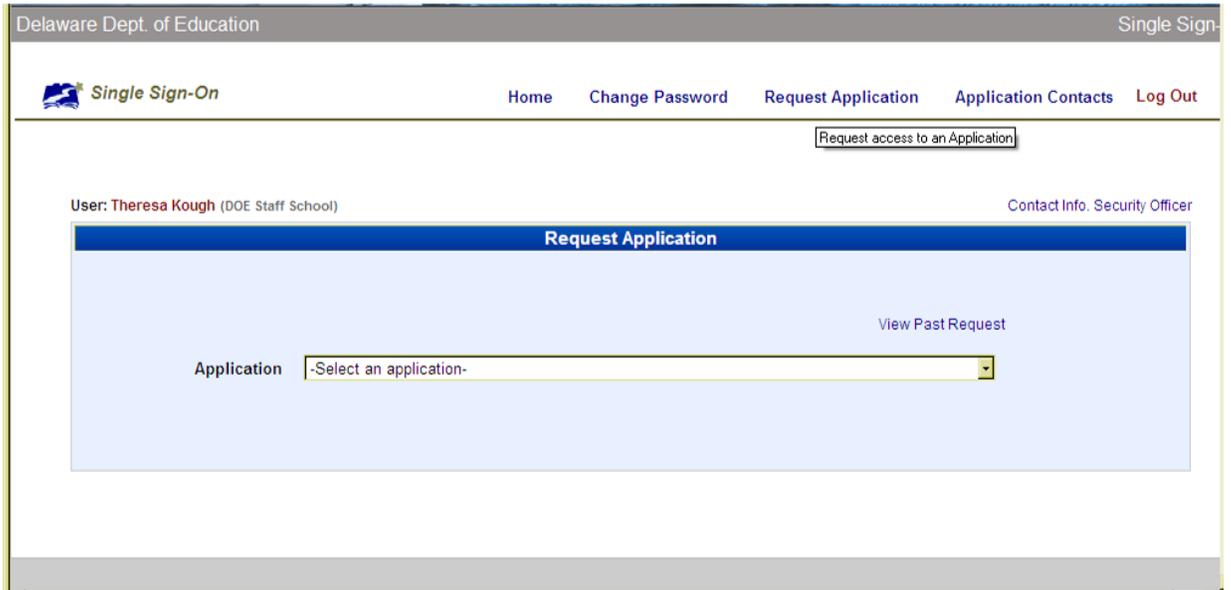
### Step 3: Choosing the Education Success Planning & Evaluation System (ESPES)

Your DDOESSO homepage will list all applications you are authorized to use. If you are only authorized to use the ESPES system, then only ESPES will be listed. Click on ESPES.

Application	Description
Correlates of Achievement v3	This application is used for the school improvement and serves as a decision support tool for Delaware school leaders. The system offers point and click queries on school level factors such as curriculum rigor, teacher preparation, class size, student engagement, some of the DSTP queries, suspension data and high school student's attendance at Delaware institutions of Higher Education
Delaware Educator Data System (DEEDS)	This is a system used by the Department to manage the teacher certification process which includes certification application, course evaluation, and issuance of teacher certificates. This is a public application which allows potential teachers to apply for a certificate to teach in a Delaware School. The application additionally allows current Delaware teachers to maintain their certificates by updating their Professional Development and additional educational experiences on-line through the DEE
Delaware Student Information System (DELSIS)	An on-line student information system designed to allow Delaware public school administrators instant access to basic student information for both the current and past school years. The key feature of this system is generation of a unique student ID that gives the ability to track students throughout their Delaware school career. Tied to Pentamation Pupil Accounting System Data Mart, DSS for Pentamation. Implemented in 2000, updated 2002.
Delaware Student Testing Program Online Reports v9 (DSTP-OR v9)	This application is used by DOE, District, and School staff. It allows DOE Staff to print or display DSTP test booklet images in order to accommodate school or parent test reviews and challenges regarding student performance
Education Success Planning & Evaluation System (ESPES)	This application allows designated district and school staff to better align actions with resources resulting in improved outcomes for all students. The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring
Instructional Unit Processing System (IUPS)	This application allows designated users to submit an instructional unit to the Department of Education for jury review by peers
Professional Development Management System Powered by True North Logic	The Professional Development Management System (PDMS) is currently being used to track and manage the professional development clusters and recent professional development opportunities provided by the Department of Education.

### Step 3: Choosing the Education Success Planning & Evaluation System (ESPES) *Continued*

If you have a single sign-on account and need to get access to the Education Success Planning & Evaluation System, choose “Request Application”. The following screen will appear. Use the drop down button. Select Education Success Planning and Evaluation System from the pick list.

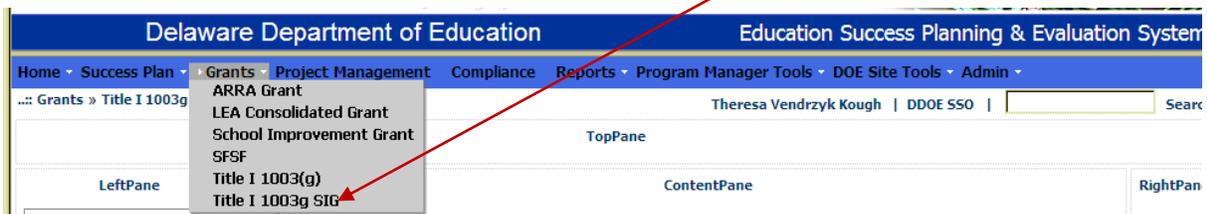


### Step 4: Choosing the Title I 1003(g) SIG Grant

Click on Grant tab



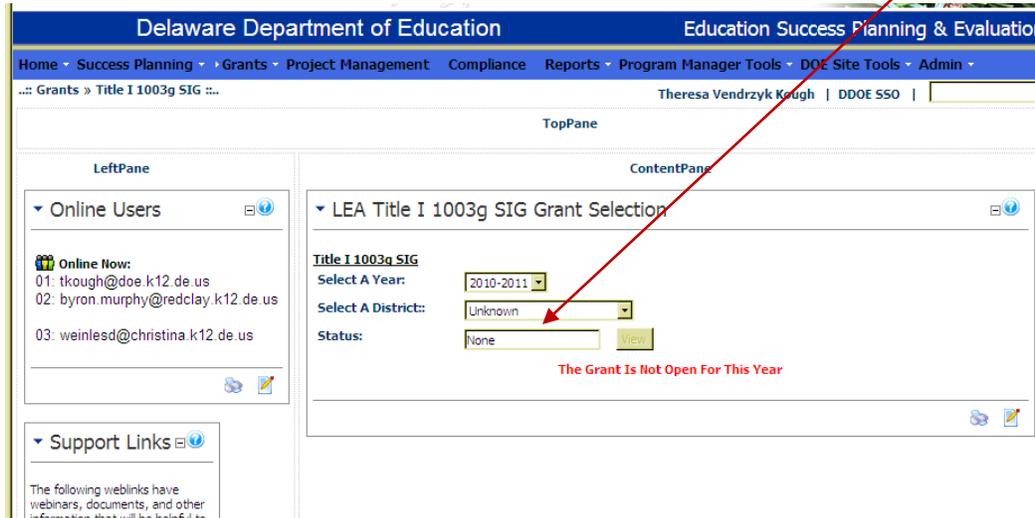
The following screen will appear: Click Title I 1003(g) SIG Grant



## Step 5: Using Title I 1003(g) SIG Grant

After you click on Title I 1003(g) SIG, the following screen will appear. Select the year.

*Unknown is selected for demonstration purposes.* **Reminder:** remember to check the Section Completed box when finished with each section of the grant. The grant will not be able to be submitted unless all sections are marked complete. When the Section Completed box is checked, the item in the menu (far left) will turn green.



## Step 6: Navigating through the Title I 1003(g) SIG Grant

The new Title I 1003(g) SIG grant application uses the same common layout that is used for the Success Plan and the Consolidated Application. The sections for the Title I 1003(g) SIG grant are on the left. Each section must be completed. **Reminder:** Section 1.0 Success Plan is only a copy of your current success plan.



To make changes to the current success plan, go back to the main menu and select “Success Plan”. From this menu you may edit the current success plan.

Reminder: Each LEA application will also need to include specific information in the LEA Success Plan directly linked to the intervention(s) chosen. The LEA must identify specific school needs, formative and summative progress measures and targets, and strategies for implementing the intervention model(s).



## 1003(g) Success Plan Guidance

1. The LEA must include specific information in their Success Plan.
2. The LEA Success Plan must include strategies that address the intervention(s) selected.
  - a. Turnaround
  - b. Restart
  - c. Closure
  - d. Transformation
3. The intervention must be beyond what the school(s) is already doing.
4. The LEA Success Plan must include
  - a) the identification of school specific needs,
  - b) formative and summative progress measures, and
  - c) strategies directly linked to the
    - (1) specific needs of each school, and
    - (2) selected intervention for each school.
5. LEA responsibilities:
  - a. Set realistic targets
  - b. Ensure strategies are research based
  - c. Oversee implementation of strategies
  - d. Monitor progress during plan implementation using formative measures
  - e. Adjust plan as needed based on formative results
  - f. Monitor progress at the end of year one implementation using summative measures.

## Step 7: Section 2.0 General Information

2.1 Acknowledgement of Possible Changes to Grant. Choose “Acknowledgement of Possible Changes to Grant” and the following screen will appear. Applicants are asked to acknowledge that they are aware that the Grant content could change pending final approval for the State’s Application to USDOE. Click on the box to confirm your acknowledgement. In addition, the applicant is asked to provide the name of the person acknowledging the statement. Enter the name of the person acknowledging the statement in the box.

Menu

- [1.0] Success Plan
- [2.0] General Information
  - [2.1] Acknowledgement of Possible Changes to Grant
  - [2.2] Team Members
  - [2.3] Program Selection
  - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

[2.1] Acknowledgement of Possible Changes to Grant

Section Completed:

Question A

[A.1] Acknowledgement Statement

As the applicant for the Title I 1000(g) SIG funds, I acknowledge that I am aware that the Grant content could change pending final approval of the State's Application to USDOE

[A.2] Please enter the name of the person acknowledging the statement above.

Spell Check

Save & Move to Next Section

2.2 Team Members. Choose “Team members” and the following screen will appear.

Reminder: the LEA school support team members must be listed as Team members in this section. You may Add a new Team member or Add members from the current Success Plan.

Menu

- [1.0] Success Plan
- [2.0] General Information
  - [2.1] Acknowledgement of Possible Changes to Grant
  - [2.2] Team Members
  - [2.3] Program Selection
  - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

[2.2] Team Members

Section Completed:

List the LEA-level staff members and outside experts who will be supporting each school, and each person's expertise that will contribute to successful implementation of the grant.

Add New Team Member | Add From Success Plan

	First Name	Last Name	Title	Email	Phone	Constituency
	Theresa	Kough	Ed Associate	tkough@	123-4567	District Employee
	Lori	Duerr	Ed Associate	lduerr@	789-1234	District Employee
	Kim	Wells	Ed Associate	kwells@	852-7412	School Employee
	John	Hulse	Ed Associate	jhulse@doe.k12.de.us	857-3381	Administrator

## Section 2.0 General Information Continued

2.3 Program Selection. Choose “Program Selection” and this screen will appear. There is only one program to select Title I, Part A 1003(g) SIG. Click on box to select.

Menu

- [1.0] Success Plan
- [2.0] General Information
  - [2.1] Acknowledgement of Possible Changes to Grant
  - [2.2] Team Members
  - [2.3] Program Selection

[2.3] Program Selection

Section Completed:

Select Programs:

Federal Programs: [Select All]

Title I-1003(g) SIG

State Programs: [Select All]

2.4 Coordinator and Allocations. Choose “Coordinator and Allocations” and this screen will appear. As an LEA considers the total amount to allocate to each school, it is important to consider the following: LEAs may not apply for less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school it commits to serve. For example: School District A has three schools that are eligible to receive funds. School 1’s request is for \$50,000, School 2’s request is for \$1,000,000, and School 3’s request is for \$2,000,000. The district’s request in this example will be \$3,050,000 for the total grant. To enter district allocation, request Click on pencil icon.

Reminder: Coordinator must be listed as a team member in Section 2.1.

Menu

- [1.0] Success Plan
- [2.0] General Information
  - [2.1] Acknowledgement of Possible Changes to Grant
  - [2.2] Team Members
  - [2.3] Program Selection
  - [2.4] Coordinator and Allocations
- [3.0] Schools to Be Served
- [4.0] Descriptive Information

[2.4] Coordinator and Allocations

Section Completed:

[Get Default Allocations]

Program	Coordinator	Allocation	Program End Date
Title I-1003(g) SIG	,	\$1,000,000.00	12/31/2010

State Programs

There are no state programs identified in this application.

Previous Save Next Section Next Section & Save

## Section 2.0 General Information Continued

The following screen will appear. Enter total requested district allocation in Allocation box. *In the example from above, the amount entered will be \$3,050,000.*

The screenshot displays a web application interface. On the left is a 'Menu' sidebar with items: [1.0] Success Plan, [2.0] General Information, [2.1] Acknowledgement of Possible Changes to Grant, [2.2] Team Members, [2.3] Program Selection, [2.4] Coordinator and Allocations, and [3.0] Schools to Be Served. The main content area is titled '[2.4] Coordinator and Allocations' and includes a 'Section Completed' checkbox, a '[Get Default Allocations]' link, and a table of programs. A modal dialog box titled 'Edit Federal Program' is open, featuring a yellow background and the following fields: 'Program' (Title I-1003(g) SIG), 'Coordinator' (a dropdown menu), and 'Allocation' (a text input field containing '1000000.00'). 'Update' and 'Cancel' buttons are at the bottom of the dialog. The background table shows a 'Program End Date' of '12/31/2010' and a value of '100,000.00'.

## Step 8: Section 3.0 Schools to be Served

The LEA must identify each Tier I, Tier II, and Tier III schools. This information will be populated for you.

School Information							
School	NCES ID	Tier	Intervention	Amount Requested	Year 1	Year 2	Year 3
UNKNWN	9999	3	None	0.00	0.00	0.00	0.00

Persistently Lowest Achieving Schools are defined as:

**Tier I:** Any Title I school in improvement, corrective action, or restructuring that:

- 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
- is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

**Tier II:** Any secondary school that is eligible for, but does not receive, Title I funds that:

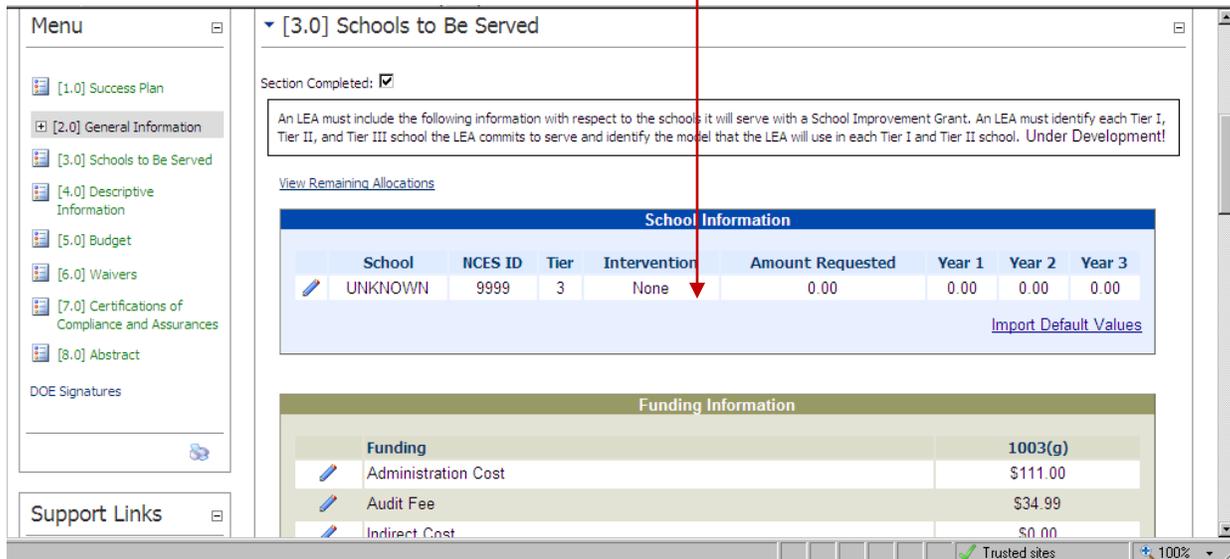
- is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- is a high school that has had a graduation rate that is less than 60 percent for two of the last three years. Graduation rate is defined as the percentage of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not including an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED) in the standard number of years.

*Secondary schools are defined as schools with a grade configure including any of the following; grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered an Elementary School or Middle School.*

**Tier III:** Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

### Section 3.0 Schools to be Served Continued

The LEA must also identify the model that the LEA will use in each Tier I, Tier II or Tier III school. There are four models to choose from: Turnaround, Restart, School Closure and the Transformation Model.



Complete information on each of the models is available from the following website: <http://www2.ed.gov/policy/gen/leg/recovery/programs.html>

NOTE: LEAs are not required to choose among the designated intervention models for Tier III schools it commits to serve; however, the LEA must identify the services the school will receive of the activities the school will implement. If an LEA chooses not to serve an eligible Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

## Step 9: Section 4.0 Descriptive Information

There are eight sections of questions that must be answered in section 4.0. Choose “Descriptive Information” and the following screen will appear. Complete the information required in each text box. When each section is complete, hit “Next Part” for the next set of questions. Question A requires you to identify the Tier I and Tier II schools that are also identified for the State Partnership Zone as defined by Race to the Top.

The screenshot displays a web application window titled "Title I 1003(g) Application". The interface is divided into three main panes: LeftPane, ContentPane, and RightPane. The LeftPane contains a "Menu" with eight sections: [1.0] Success Plan, [2.0] General Information, [3.0] Schools to Be Served, [4.0] Descriptive Information (highlighted in red), [5.0] Budget, [6.0] Waivers, [7.0] Abstract, and [8.0] Certifications of Compliance and Assurances. Below the menu are "DOE Signatures" and "View All Comments" options. The ContentPane shows the selected section "[4.0] Descriptive Information" in "Read Only Mode". It includes a "Section Completed:" indicator, a list of questions (A through H), and two text input boxes. The first box contains the text for Question A.1: "Identify the School Improvement Grant (SIG) Tier I and Tier II schools that are also identified for the State Partnership Zone." The second box contains the text for Question A.2: "Describe the LEA capacity to use School Improvement Grant funds to provide adequate resources and supports to fully and effectively implement intervention models for all schools served under this application." A "Next Part" button is located at the bottom right of the question area. The RightPane is currently empty. The browser's address bar shows "Title I 1003(g) Application" and the status bar at the bottom indicates "Trusted sites" and "100%" zoom.

**Please complete Questions A2- H:**

**Question A2:** Describe the LEA capacity to use School Improvement Grant funds to provide adequate resources and supports to fully and effectively implement intervention models for all schools served under this application.

**Question B1:** If the LEA is not applying to serve all eligible Tier I and Tier II schools, provide clear and logical rationale for the schools it has chosen to serve and for the schools it has chosen not to serve. Include LEA staffing, fiscal, and other resource limitations (capacity constraints) for schools not served.

**Question B2:** Describe the rationale for the intervention model chosen for each School Improvement Grant (SIG) school that the LEA intends to serve.

**Question C1:** Describe the actions the LEA has taken, or will take, to design and implement the School Improvement Grant (SIG) intervention model(s) chosen and to meet all federal SIG intervention model requirements.

**Question C2:** Describe the actions the LEA has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.

**Question D1:** Describe the actions the LEA has taken, or will take, to align other resources with the School Improvement Grant (SIG) intervention model(s).

**Question D2:** Describe the actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the School Improvement Grant (SIG) intervention model(s) fully and effectively.

**Question D3:** Describe the actions the LEA has taken, or will take, to sustain the reforms after the funding period ends.

**Question E:** If the Education Management Organization (EMO)/Charter Management Organization (CMO) management model is selected, provide evidence of the availability and quality of each EMO or CMO under consideration, including a evidence of interest from potential EMO or CMO partners.

**Question F:** If the school closure model is selected, provide evidence that students will be enrolled in higher performing schools in the LEA (or LEA of residence in the case of charter schools).

**Question G:** For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

**Question H:** Describe how the LEA consults with relevant stakeholders regarding this application and implementation of school improvement models in the LEA's Tier I and Tier II schools.

**Question I1:** Will the LEA be utilizing any 1003(g) SIG funds to carry out pre-implementation activities during the current school year?

**Question I2:** If yes, list those activities below and explain how each activity will help the LEA prepare for full model implementation next school year.

## Step 10: Section 5.0 Budget

Choose “Budget”. The following screen will appear:

Information is entered on the budget page in the same way that you completed the Consolidated Application. Since this grant covers a three year period, LEAs will need to budget items separately for each grant year. Please see example below:

Classification	Account	Activity	1003(g)
Contracted Services	Professional Administration	(2010-2011 Pre-implementation) Hire a facilitator to conduct two parent and community meetings to review school performance, discuss the new model to be implemented, and develop school improvement plans in line with the model selected. (2 meetings x 2 hours @ \$100/hour)	\$400.00
Contracted Services	Professional Instruction	(2011-2012) Transportation for Summer Bridge program (2 buses)	\$4,200.00
		(2012-2013) Transportation for Summer Bridge program (2 buses)	\$3,600.00
		(2013-2014) Transportation for Summer Bridge program (2 buses)	\$3,800.00

As you see in the example above, each budgeted item begins by listing the school year first. If the budgeted item will occur in more than one school year it is listed as a separate budgeted item for each school year. Activities involving pre-implementation should be included in the first school year and specifically noted as “Pre-implementation” along with the year the pre-implementation activities will occur.

The budget section will be reviewed using the following criteria:

- Budgeted items must be clearly and directly linked to the LEA Success Plan strategies
- Budgeted items must clearly and directly address the reason why the school is in improvement (AYP cells missed and other data-determined needs indicated in the needs section)
- Budgeted items must be necessary and reasonable for the proper and efficient performance and administration of the grant award
- Budgeted items must be realistic including
  - Able to be fully expended during the grant period, with the majority of funds to be expended during year one of the grant period as demonstrated in the Distribution of Funds section of the application
  - Of sufficient scope and amount to ensure strategy success (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation)
- Budgeted items must be allowable under ESEA cost principles and state law and regulation
- Budgeted items for LEAs choosing the school closure model must not be for more than one year in duration and may only be allocated for costs related to school closure including, but not limited to:
  - parent and community outreach efforts related to school closure
  - parent and student transition services to the new school
  - new school orientation activities for parents and students transferring from the closed school
  - administrative and operational costs, only if they are in excess of normal LEA costs and directly related to the school closure (i.e. transportation costs exceeding normal LEA transportation costs for the students in the closed school)
- Budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).
- The “pre-implementation” activities and budget will be evaluated using the following criteria:
  - Activities and budgeted items must be clearly and directly linked to the strategies in the LEA’s SIG Objective(s) and requirements of the selected intervention model
  - Activities and budgeted items must be necessary and reasonable for the proper and efficient model implementation during the following school year
  - Activities and budgeted items must be realistic
  - Activities and budgeted items must be allowable under ESEA cost principles and state law and regulation
  - Activities and budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b).

## Step 11: Section 6.0 Waivers

Choose “Waivers”. The following screen will appear. Check each waiver that applies by clicking on the box. Check each box that applies. More than one waiver may be chosen.

The screenshot displays a web application window titled "Title I 1003(g) Application". The interface is divided into a "LeftPane" and a "ContentPane".

**LeftPane:** A navigation menu with the following items:

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget
- [6.0] Waivers
- [7.0] Abstract
- [8.0] Certifications of Compliance and Assurances
- DOE Signatures
- View All Comments

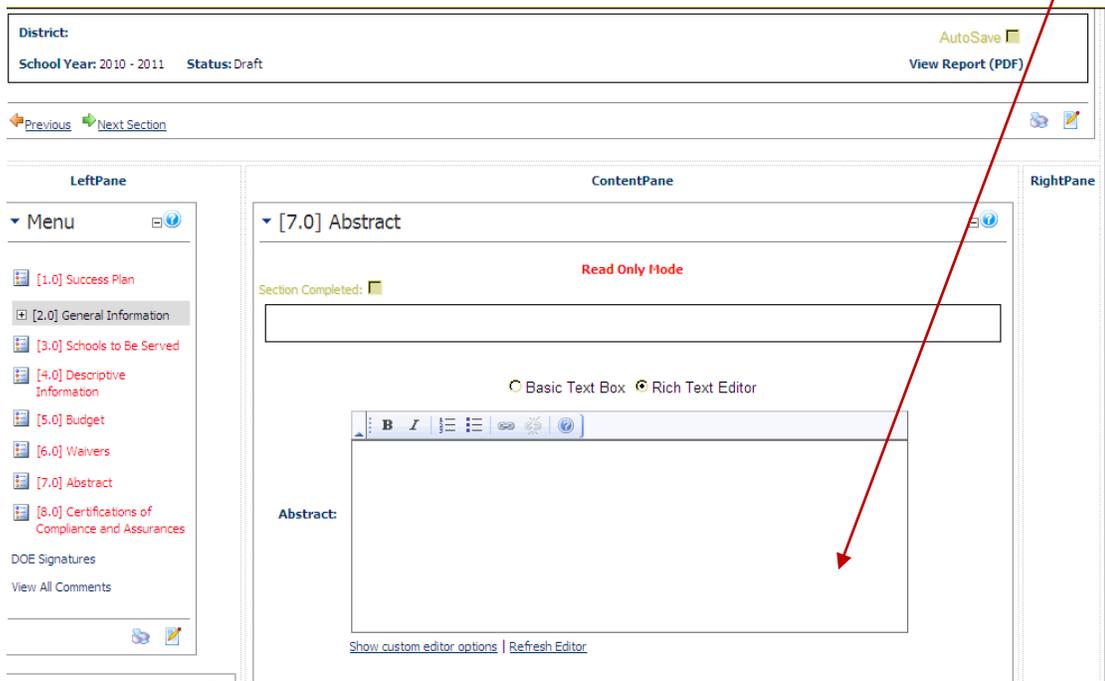
**ContentPane:** The main content area is titled "[6.0] Waivers" and is in "Read Only Mode". It includes a "Section Completed:" indicator with a progress bar. Below this is a "Question A" section with a blue header containing the text: "[A.1] The LEA must check each waiver that the LEA will implement. 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." Below the header are three waiver options, each with an unchecked checkbox:

- Extending the period of availability of school improvement funds.
- 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 a Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

A "Move to Next Section" button is located at the bottom right of the waiver list. A red arrow points from the text above to the first checkbox.

## Step 12: Section 7.0 Abstract

Choose “Abstract”. The following screen will appear. Enter information in the text box.  
Reminder: The abstract should be brief. It needs to simply provide a summary outlining how the requested funds will be used.



The screenshot shows a web application interface for editing a document. At the top, there is a header bar with the following information: "District:" (blank), "School Year: 2010 - 2011", "Status: Draft", "AutoSave" (with a green square icon), and "View Report (PDF)" (with a PDF icon). Below the header bar, there are navigation links: "Previous" (with a left arrow) and "Next Section" (with a right arrow). The main content area is divided into three panes: "LeftPane", "ContentPane", and "RightPane". The "LeftPane" contains a "Menu" with a list of sections: [1.0] Success Plan, [2.0] General Information, [3.0] Schools to Be Served, [4.0] Descriptive Information, [5.0] Budget, [6.0] Waivers, [7.0] Abstract, and [8.0] Certifications of Compliance and Assurances. Below the menu are links for "DOE Signatures" and "View All Comments". The "ContentPane" is titled "[7.0] Abstract" and shows "Section Completed:" with a green square icon. Below this is a large empty text box. Above the text box, there are radio buttons for "Basic Text Box" and "Rich Text Editor", with "Rich Text Editor" selected. The text box has a rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, and undo. Below the text box are links for "Show custom editor options" and "Refresh Editor". A red arrow points from the top right of the page down to the text box.

## Step 13: Section 8.0 Certifications of Compliance and Assurances

The Certifications of Compliances and Assurances consist of three sections.

- Chief School Officer Certification of Compliance
- Chief Financial Officer Certification of Compliances
- Assurances

Choose “Certification of Compliances and Assurances”. The following screen will appear. Both the Chief School Officer and the Chief Financial Officer must click on “Yes” or “No” at the bottom of their section. If “Yes” is checked, the name of the Chief School Officer will appear and the date of the approval. The same process is followed for the signature of the Chief Financial Officer.

The screenshot shows the application interface. On the left is a 'Menu' with items: [1.0] Success Plan, [2.0] General Information, [3.0] Schools to Be Served, [4.0] Descriptive Information, [5.0] Budget, [6.0] Waivers, [7.0] Abstract, [8.0] Certifications of Compliance and Assurances (highlighted), and DOE Signatures. Below the menu is an 'Announcements' section with the text: 'The Education Success Plan and Evaluation System Online Tool - Monday, ...'. The main content area is titled '[8.0] Certifications of Compliance and Assurances'. It includes a 'Section Completed:' checkbox, a link for printable signature pages, and the heading 'Chief School Officer Certification of Compliance'. The text reads: 'I certify that: 1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval of this Application. 2. I have read this Application. The information contained in it is true and correct to the best of my knowledge and belief. The LEA is applying for funding under the programs indicated in the program selection section. 3. I have also read the attached Assurances. I understand that those Assurances are incorporated into and made a part of this Application as though they were fully set out in this Application with regard to those programs for which funding is sought. 4. The LEA and each of its schools, programs, and other administrative units, will conduct the programs and activities for which funding is sought in this Application as represented in this Application. Further, the LEA and each of its schools, programs and other administrative units, will comply with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances, and any conditions imposed as part of the approval of this Application. 5. I understand that compliance with all applicable federal and state requirements, including statutory and regulatory requirements, attached Assurances and any conditions imposed as part of the approval of this Application, is a condition of receipt of federal and state funding. I understand that such compliance continues through the duration of the funding period, including any extensions to that period. 6. I understand that state and federal funding may be withheld, terminated and recovered, and future funding denied, if the LEA fails to comply with applicable federal and state requirements as promised in this Certification.' Below the text are fields for 'Chief School Officer: User, District' and 'Date Approved: Wednesday, January 27, 2010'. At the bottom is the question 'As the Chief School Officer do you approve the above statement?' with radio buttons for 'Yes OR No'.

The screenshot shows the application interface for the Chief Financial Officer. It includes the heading 'Chief Financial Officer Certification of Compliance' and the text: 'I certify that: 1. I am the chief financial officer of the LEA and I am authorized to submit the budget and financial information contained in this Application on its behalf. 2. I have read this Application and specifically read and reviewed the budget and financial information contained in or made part of the Application. The information contained in the Application it is true and correct to the best of my knowledge and belief. 3. The LEA is applying for funding under the following programs: Federal Programs State Programs Program Name Title I, Part A - 1003G The grant is not applying for funds from state programs. 4. I have reviewed and approved the submission of the budgets for each of these programs.' Below the text are fields for 'Chief Financial Officer: User, District' and 'Date Approved: Wednesday, January 27, 2010'. At the bottom is the question 'As the Chief Financial Officer do you approved the above statement?' with radio buttons for 'Yes OR No'.

## Section 8.0 Certifications of Compliance and Assurances *Continued*

Assurances	
General	
A	It is assured that the LEA will 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;
B	It is assured that the LEA will establish annual goals for student achievement on Delaware's assessment, both in reading and mathematics and measure progress 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;
C	It is assured that the LEA will, if it implements a restart model in a Tier I or a 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
D	It is assured that the LEA will report to the SEA the school-level data required under section III of the final requirements.

There is no check off for assurances; however, both the Chief School Officer and the Chief Financial Officer should read and agree to the assurances before signing off on the grant.

### Submitting the Title I 1003(g) SIG Grant to DDOE

Each section of the grant must have the Section completed box checked as complete. All sections should be complete before the Chief School Officer and Chief Financial School Officer is asked to sign off. If all section completed boxes are checked as completed, then all sections of the menu will be green.

Previous Save

Menu

- [1.0] Success Plan
- [2.0] General Information
- [3.0] Schools to Be Served
- [4.0] Descriptive Information
- [5.0] Budget

[8.0] Certifications of Compliance and Assurances

Section Completed:

Click here for printable signature pages.

**Chief School Officer Certification of Compliance**

I certify that:

1. I am the chief school officer of the LEA. I am authorized to apply for the funds identified in this Application. I am also authorized to obligate the LEA to conduct any program or activity approved under this Application in accordance with all applicable federal and state requirements, including statutory and regulatory requirements, program assurances, and any conditions imposed as part of the approval.

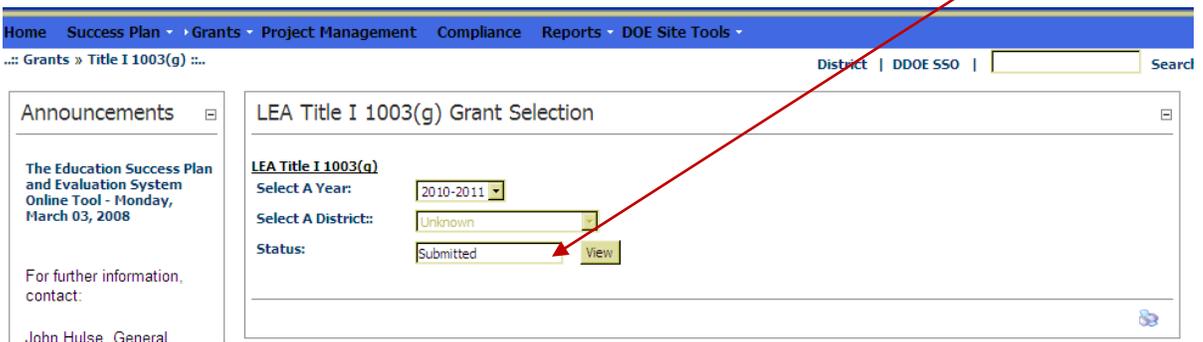
## Section 8.0 Certifications of Compliance and Assurances Continued

If all sections are complete and the Chief School Officer and the Chief Financial Officer have checked the “yes” box in their section, the following screen will appear. Click on “Submit to DDOE”



The screenshot shows the application interface for LEA Title I 1003(g). The top navigation bar includes Home, Success Plan, Grants, Project Management, Compliance, Reports, and DOE Site Tools. The breadcrumb trail is: Grants » Title I 1003(g) » Title I 1003(g) Application ... The page title is LEA Title I 1003(g). The District is DDOE 550. The School Year is 2010 - 2011 and the Status is Draft. There are buttons for Previous, Save, AutoSave (checked), Submit To DOE, and View Report (PDF). The main content area is titled [8.0] Certifications of Compliance and Assurances. It shows Section Completed: [checked]. Below this is a section for Chief School Officer Certification of Compliance, with a text area for certification. A red arrow points from the text "Submit to DDOE" in the previous paragraph to the "Submit To DOE" button in this screenshot.

After the “Submit to DDOE” is selected, the next time you log on to the Title I 1003(g) SIG grant, the following screen will appear. Status has changed from Draft to Submitted.



The screenshot shows the LEA Title I 1003(g) Grant Selection screen. The top navigation bar is the same as in the previous screenshot. The breadcrumb trail is: Grants » Title I 1003(g) ... The page title is LEA Title I 1003(g) Grant Selection. The LEA Title I 1003(g) section shows Select A Year: 2010-2011, Select A District: Unknown, and Status: Submitted. There is a View button next to the Status field. A red arrow points from the text "Submitted" in the previous paragraph to the "Submitted" status field in this screenshot.

**Congratulations you have completed the Title I 1003(g) SIG grant.**

Please direct questions to:

Amelia Hodges, Associate Secretary

Telephone: 302-857-3320 Email: [ahodges@doe.k12.de.us](mailto:ahodges@doe.k12.de.us)

If you require technical assistance contact:

John Hulse

Education Associate, School Improvement

Telephone: 302-857-3320 Email: [jhulse@doe.k12.de.us](mailto:jhulse@doe.k12.de.us)

Or

Ted Jarrell, Ph.D.

Education Associate, Planning, Application and Monitoring

Telephone: 302-857-3320 Email: [tjarrell@doe.k12.de.us](mailto:tjarrell@doe.k12.de.us)

LEA: \_\_\_\_\_

### LEA Self-assessment Rubric for SIG

It is recommended that LEAs use this tool to self-evaluate their SIG proposals prior to submitting the application to the Delaware Department of Education (DDOE). Applications that score “Weak” under any component will *likely* not be approved by the DDOE.

All applications must be substantially approvable at the time of first submission in order to be considered for approval. In order for an application to be considered substantially approvable it must be

- Complete – all sections of the grant must be completed
- Compliant –
  - Meet or exceed ESEA Title I, Part A, §1003(g) program element requirements as described in this rubric
  - Meet or exceed all ESEA cost principles, and state laws, and federal and state fiscal regulatory requirements
  - Meet all supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

Only applications that require *minor* revisions to show full compliance will be considered eligible for the application revision process.

**Section 1 – Abstract and LEA Success Plan - Also See Model-specific Criteria**

Evidence that the LEA has determined school(s)'s needs and developed a comprehensive and cohesive plan for improving outcomes in selected schools

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Abstract	Abstract does not include all required elements	Abstract includes all required elements	Abstract is brief, yet clear, and includes all required elements	
Mission statement	LEA mission is not included	LEA mission is included		
Vision statement	LEA vision is not included	LEA vision is included		
Academic needs assessment	Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression	Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression	Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues	
Other needs assessment(s)	Non-academic needs and associated data are not linked to conditions that impact student achievement	Non-academic needs and associated data are generally linked to conditions that impact student achievement	Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement	
Intervention model selection	Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment	Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment	Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment	
Goals	Goals are generic and do not address intervention models chosen	There is a goal for each intervention model chosen	Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Objectives	Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs	Objectives are related to the goal, selected intervention and the school(s)'s needs	Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs	
Measures	There are not formative and summative measures	There are formative and summative measures related to all academic areas or subpopulations in which the school is underperforming or showing regression	There are meaningful formative and summative measures representing progress in all academic areas or subpopulations in which the school is underperforming or showing regression	
Annual Targets	Annual targets are missing for some measures	Annual targets are related to each measure and annual targets are realistic	Annual targets are related to each measure, annual targets are realistic, and annual targets are set to ensure the school meets AYP in a reasonable timeframe	
Strategies	Strategies are vague or haphazard or are not aligned with school(s)'s needs, goal(s), and objectives	Strategies are broadly described and address identified school(s)'s needs, goal(s), and objectives	Strategies are specific and detailed, scientifically research-based, and address identified school(s)'s needs, goal(s), and objectives	
Ability to meet deadlines	The plan will not meet implementation deadlines as required by SIG	The plan will meet implementation deadlines as required by SIG	The plan will meet implementation deadlines as required by SIG and includes aggressive implementation timelines	

**Section 2 – General information**

LEA: \_\_\_\_\_

**Section 2 – General information**

Evidence that LEA has provided required grant information

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Team members	The team does not include all required stakeholders	All of the required representative stakeholders are included on the team		
Program selection	Program is not selected	Program is selected		
Coordinator	LEA program coordinator is not identified	LEA program coordinator is identified		
Allocations	Allocation(s) is not within allowable range	Allocation(s) is within allowable range		

**Section 3 – Schools to be served**

**LEA:** \_\_\_\_\_

**Section 3 – Schools to be served**

Evidence that the LEA has met requirements for selecting eligible schools

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Schools selection	LEA has not identified at least one Tier I or Tier II school for participation (if LEA has Tier I or Tier II eligible schools)	LEA has identified at least one Tier I or Tier II school for participation (if LEA has Tier I or Tier II eligible schools)	LEA has identified at least one Tier I or Tier II school(s) for participation (if LEA has Tier I or Tier II eligible schools) and has chosen which schools will participate in alignment with LEA-wide priorities and state Partnership Zone identification (if the LEA has any school identified for PZ)	
School Tiers	LEA has not identified the proper Tier for each school	LEA has identified the proper Tier for each school		
Intervention selection	LEA has not selected an intervention model for each school	LEA has selected an intervention model for each school		
Transformation model selection	LEA has chosen to implement the transformation model in more than 50% of its schools (if LEA has 9 or more schools identified in Tiers I, II, and III)	LEA has chosen to implement the transformation model in no more than 50% of its schools (if LEA has 9 or more schools identified in Tiers I, II, and III)		
Allocations delineated by year	Allocations for each school are not delineated by year OR the majority of funds are not allocated for use during the first year	Allocations for each school are delineated by year and the majority of funds are allocated to the first year		

**Section 4 – Descriptive Information**

LEA: \_\_\_\_\_

**Section 4 – Descriptive Information – Also See Model-specific Criteria**

Evidence that the LEA has reflected on its history and current capacity constraints, and that this application is based on effective use of new resources

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Partnership Zone schools	Partnership Zone schools not identified	Partnership Zone schools identified		
LEA capacity	LEA activities are not defined	LEA activities to support the school(s) are described	LEA activities to support the needs of the school(s) are clearly and specifically described	
LEA staff capacity	LEA has not identified LEA-level staff members and their expertise in supporting each school	LEA has identified LEA-level staff members and their expertise in supporting each school	LEA has identified LEA-level staff members and their expertise in supporting each school; staff expertise is clearly aligned with school needs and each person’s expertise is likely to promote successful implementation of the grant	
LEA lack of capacity	LEA has not provided a rationale for selecting the schools they will and will not serve	LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations	LEA has provided a clear and logical rationale for selecting the schools they will and will not serve, including staffing, fiscal, and other resource limitations and provides evidence to support all claims	
Rationale for model selection	Rationale for model selection is unclear or is not logical	Rationale for model selection is logical	Rationale for model selection is detailed, strong, and directly links the model to the needs assessment	
All model components	LEA has not provided sufficient evidence that all components of the model will be implemented	LEA has provided confirmation that all components of the model will be implemented	LEA has provided clear and detailed evidence that all components of the model will be implemented	
External providers – selection process	Process for selecting external providers is not clearly defined	Process for selecting external providers is adequate	Process for selecting external providers is comprehensive and well defined	

**Section 4 – Descriptive Information**

**LEA:** \_\_\_\_\_

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
External provider responsibilities	Responsibilities of the external provider are minimally defined and aligned	Responsibilities of the external provider and the LEA are broadly defined and aligned	Responsibilities of the external provider and the LEA are clearly defined and aligned	
External providers researched	Available providers have not been researched	Available providers have been researched	Available providers have been thoroughly researched	
External provider track record	Process used to identify the provider does not address a proven track record of success	Process used to identify the provider generally identifies whether or not the provider has a proven track record of success	Process used to identify the provider identifies whether or not the provider has a proven track record of success in working with similar schools and/or student populations	
External provider accountability	LEA has not indicated that it will hold the external provider accountable to high performance standards	LEA has indicated that it will hold the external provider accountable to high performance standards	LEA has specifically planned how it will hold the external provider accountable to high performance standards	
External provider capacity	Capacity of the external provider to service the identified school has not been addressed, or has been minimally addressed	Capacity of the external provider to serve the identified school has been investigated	Capacity of the external provider to serve the identified school has been clearly demonstrated	
Other resources	Additional resources are not identified	Adequate resources are dedicated to model implementation	Significant resources are dedicated to model implementation	
Review of LEA policies and practices	No description of LEA policies and practices is included	The description of LEA policies and practices is adequate	An in-depth analysis of LEA policies and practices was conducted	
Changes to LEA policies and practices	Inappropriate or a few LEA policies and practices will be altered	Limited LEA policies and practices will be altered	Multiple LEA policies and practices will be altered to ensure full intervention implementation	

**Section 4 – Descriptive Information**

**LEA:** \_\_\_\_\_

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Flexibility for hiring, retaining or transferring staff	Very limited or no flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model	Flexibility has been provided for hiring, retaining and/or transferring staff to facilitate the selected model	Broad flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model	
Sustain the reforms after the funding period ends	Plan for sustainability is inadequate and unrealistic	Plan for sustainability includes basic information about sustainability and future support by the LEA	Plan for sustainability is clear, realistic, and provides detailed information about sustainability and future support by the LEA	
Services for Tier III schools	LEA activities for Tier III schools are not defined	LEA activities for Tier III schools support the school(s)	LEA activities for Tier III schools are clearly defined and specifically support the needs of the school	
Stakeholder consultation	Collaborative decisions are not evident	Description of the collaborative decision making process includes input from all required stakeholders	Description of the collaborative decision making process is clear and specific; there is evidence of broad stakeholder representation and participation in decision making	

**Section 5.0 Budget**

**LEA:** \_\_\_\_\_

**Section 5.0 Budget**

The budget must clearly indicate how these funds will be appropriately used to support the project. The budget should demonstrate clear connections to the projects activities and how the district will use the funds over the grant period to fully implement the intervention model.

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Alignment with plan	Grant funds are not aligned or clearly tied to Success Plan goal(s), objectives, and strategies	Grant funds are tied to the Success Plan goal(s), objectives, and strategies	Grant funds are clear and well defined and directly support the Success Plan goal(s), objectives, and strategies	
Necessary and reasonable	Budgeted items seem excessive or unnecessary to carry out the Success Plan goal(s), objectives, and strategies	Budgeted items are aligned with plan components and will likely aid successful plan implementation	Budgeted items are clearly and logically aligned with plan components, and are clearly necessary and reasonable for successful plan implementation	
Travel expenses	Travel expenses cannot be linked to the program	Travel expenses are related to the program	Travel expenses are directly linked to the program and clearly part of broader high quality professional development initiative	
Timely expenditures	Budgeted items cannot be fully expended during the grant period, OR the majority of funds will not be expended during year one of the grant period	Budgeted items can be fully expended during the grant period, with the majority of funds to be expended during year one of the grant period		
Scope and amount	The budget does not fully support all required components of the intervention model(s) selected	Budgeted items support all required components of the intervention model(s) selected	Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation (Example: Strategy in plan is to require all ELA teachers to participate in high quality professional development. Budgeted items must clearly show that there are sufficient funds to support all ELA teachers' participation)	

**Section 5.0 Budget**

**LEA:** \_\_\_\_\_

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Integration with other funding sources	Other state, local and federal funds supporting grant activities are not specified	Other state, local and federal funds supporting grant activities are specified	Other state, local and federal funds clearly and logically support the plan	
Allowable expenditures	Budgeted items are not allowable	All budgeted items are allowable under ESEA cost principles and state law and regulation		
Supplement, not supplant, provisions of ESEA	Budgeted items do not comply with supplement, not supplant, provisions of ESEA	All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)		

**Sections 6 & 7 – Waivers, Certifications of Compliance and Assurances**

**LEA:** \_\_\_\_\_

**Sections 6 & 7 – Waivers, Certifications of Compliance and Assurances**

LEA has specified requested waivers

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Waivers	Waivers are not selected, there is no indication this was intentional	Waivers are selected; any exceptions for specific schools are noted		
CSO certification	The Chief School Officer has not certified compliance OR has not signed the application	The Chief School Officer has certified compliance and has signed the application		
CFO certification	The Chief Finance Officer has not certified compliance OR has not signed the application	The Chief Finance Officer has certified compliance and has signed the application		

MODEL-SPECIFIC CRITERIA

EMO/CMO Restart Model

Evidence that all required model components are included in the Success Plan

EMO/CMO Restart CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
Research	Success Plan does not indicate that available EMO/CMO's have not been researched	Success Plan indicates that available EMO/CMO's have been researched	Success Plan indicates available EMO/CMO's have been thoroughly researched	
Track Record	Success Plan or other grant components do not include information about the process or criteria for EMO/CMO selection	Success Plan or other grant components describe the process and criteria used to identify whether or not the EMO/CMO has a proven track record of success	Success Plan or other grant components describe the process and criteria used to identify whether or not the provider has a EMO/CMO track record of success in working with similar schools and/or student populations	
Accountability	Success Plan does not indicate that the LEA will hold the external provider accountable to high performance standards	Success Plan indicates that the LEA will hold the external provider accountable to high performance standards	Success Plan includes specific information about how the LEA will hold the external provider accountable to high performance standards	
Capacity	Success Plan or other grant components do not include information about EMO/CMO capacity to service the identified school	Success Plan or other grant components describe EMO/CMO capacity to serve the identified school has been explored and	Success Plan or other grant components clearly demonstrate EMO/CMO capacity to serve the identified school	
<b>BONUS:</b> Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

**MODEL-SPECIFIC CRITERIA**

**School Closure Model**

Evidence that all required model components are included in the Success Plan

<b>School Closure CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
Student reassignment	Success Plan provides insufficient evidence that students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	Success Plan provides sufficient evidence that students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	Success Plan provides a clear and detailed plan for ensuring students will be enrolled in higher performing schools in the LEA or LEA of residence in case of charter schools	
Budget	Budgeted items for LEAs choosing the school closure model are for multiple years or are allocated to unallowable costs	Budgeted items for LEAs choosing the school closure model are only allocated for Year One of the grant period and are only allocated for costs related to school closure		
<b>BONUS:</b> Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

**MODEL-SPECIFIC CRITERIA**

**Transformation Model**

Evidence that all required model components are included in the Success Plan

<b>Transformation CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
Plan to replace the principal	Success Plan does not describe a process or criteria to replace the principal	Success Plan describes a process to replace the principal and criteria for new principal selection	Success Plan describes a process to replace the principal and rigorous criteria for new principal selection	
Evaluation systems	Success Plan does not indicate participation in DPAS II-revised	Success Plan indicates participation in DPAS II-revised		
DPAS II revision process participation	2010-2011 school year ONLY: Success Plan does not indicate LEAs choosing the transformation model for one or more schools have not committed to participate in state DPAS II revision work	2010-2011 school year ONLY: Success Plan indicates LEAs choosing the transformation model for one or more schools have committed to participate in state DPAS II revision work		
Staff effectiveness	Success Plan does not describe staff rewards OR does not indicate how staff will be removed if after receiving ample support and opportunity to improve, have not done so	Success Plan includes a strategy(s) to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so	Success Plan includes a strategy(s) to reward staff who are effective and to remove those who, after receiving ample support and opportunity to improve, have not done so. The plan incorporates both strategies in a coherent approach to staffing flexibility and support	
High quality professional development	Success plan does not describe professional development, or the plan does not meet the state definition of high quality professional development	Success plan describes professional development that meets the state definition of high quality professional development		

**MODEL-SPECIFIC CRITERIA - Transformation Model**

**LEA:** \_\_\_\_\_

<b>Transformation CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
Strategies to recruit, develop, and retain staff	Success Plan does not describe strategies to implement recruitment, development or retention strategies	Success Plan incorporates one or more research-based recruitment, development or retention strategies	Success Plan demonstrates clear alignment among multiple research-based recruitment, development or retention strategies into an overall human capital strategy	
Instructional program	Success Plan does not describe an instructional program that is research-based, vertically aligned, aligned to state standards, or integrated with DCAS data	Success Plan generally describes an instructional program that is research-based, vertically aligned, aligned to state standards, and integrated with DCAS data	Success Plan provides a detailed description to ensure the instructional program is research-based, vertically aligned, aligned to state standards, and integrated with DCAS and other data sources	
Reform strategies for instruction	Success Plan does not describe new instructional and learning supports or description(s) is vague	Success Plan describes <u>new</u> instructional and learning supports for students	Success Plan describes multiple <u>new</u> instructional and learning supports for students, supports are coherent and aligned with student needs	
Operational flexibility • Staffing • Calendars/time • Budgeting • Other	Success Plan does not include strategies to grant additional operational flexibility to the principal	Success Plan describes strategies to grant additional flexibility(s) to the principal	Success Plan describes strategies to grant significant additional flexibility to the principal and clearly demonstrates supporting changes in LEA policy and/or practices	
Technical assistance and support	Success Plan does not describe any <u>new</u> strategies for LEA or other provider supports to the school(s)	Success Plan describes <u>new</u> strategies for LEA or other provider supports to the school(s)	Success Plan describes <u>new</u> strategies for LEA or other provider supports to the school(s) and describes capacity to carry out additional supports and accountability	

**MODEL-SPECIFIC CRITERIA - Transformation Model**

**LEA:** \_\_\_\_\_

<b>Transformation CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
Increased learning time	Success Plan does not describe learning time increases of at least 5%	Success Plan includes 5-10% increases to learning time through adjustments to the school schedule, lengthening of the school year, and/or other methods	Success Plan includes dramatic increases to learning time (more than 10%) through multiple methods	
Connections to Learning <ul style="list-style-type: none"> <li>• Social &amp; Emotional Health</li> <li>• School Climate</li> <li>• Health, nutrition, and Physical Activity</li> </ul>	Success Plan does not address Connections to Learning domain of continuous improvement	Success Plan addresses some elements of Connections to Learning domain of continuous improvement, supports are aligned to needs	Success Plan addresses all relevant elements of Connections to Learning domain of continuous improvement, supports are aligned to needs, and resources are integrated into a comprehensive learning support system	
Parent and community involvement	Success Plan does not include information about <u>new</u> strategies to engage parents and the community	Success Plan includes multiple <u>new</u> strategies to engage parents and the community	Success Plan describes how multiple <u>new</u> strategies will inform a coherent plan to integrate family and community partners into school improvement efforts	
<b>BONUS:</b> Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

**MODEL-SPECIFIC CRITERIA**

**Turnaround Model**

Evidence that all required model components are included in the Success Plan

<b>Turnaround CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
Plan to replace the principal	Success Plan does not describe a process or criteria to replace the principal	Success Plan describes a process to replace the principal and criteria for new principal selection	Success Plan describes a process to replace the principal and rigorous criteria for new principal selection	
Evaluation systems	Success Plan does not indicate participation in DPAS II-revised	Success Plan indicates participation in DPAS II-revised		
Staff effectiveness	Success Plan does not describe how staff will be screened for effectiveness	Success Plan describes how staff will be screened for effectiveness	Success Plan clearly and specifically describes the process and criteria for staff effectiveness screening	
Rehiring	Success Plan does not ensure that no more than 50% of staff will be rehired	Success Plan describes how the LEA will ensure that no more than 50% of staff will be rehired	Success Plan clearly and specifically describes how the LEA will ensure that no more than 50% of staff will be rehired	
Staff incentives and rewards	Success Plan does not describe staff incentives and rewards	Success Plan includes at least one strategy to provide incentives or rewards to effective staff	Success Plan includes at multiple coordinated strategies to provide incentives and rewards to effective staff	
Strategies to recruit, develop, and retain staff	Success Plan does not describe strategies to implement recruitment, development or retention strategies	Success Plan incorporates one or more research-based recruitment, development or retention strategies	Success Plan demonstrates clear alignment among multiple research-based recruitment, development or retention strategies into an overall human capital strategy	
High quality professional development	Success Plan does not describe professional development, or the plan does not meet the state definition of high quality professional development	Success Plan describes professional development that meets the state definition of high quality professional development		

**MODEL-SPECIFIC CRITERIA - Turnaround Model**

**LEA:** \_\_\_\_\_

<b>Turnaround CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
New governance structure	Success Plan does not describe a new LEA governance structure for the school(s)	Success Plan describes a new LEA governance structure for the school(s)	Success Plan describes a new LEA governance structure for the school(s) and describes LEA capacity to carry out additional authority and accountability	
Instructional program	Success Plan does not describe an instructional program that is research-based, vertically aligned, aligned to state standards, or integrated with DCAS	Success Plan generally describes an instructional program that is research-based, vertically aligned, aligned to state standards, or integrated with DCAS	Success Plan provides a detailed description to ensure the instructional program is research-based, vertically aligned, aligned to state standards, or integrated with DCAS	
Increased learning time	Success Plan does not describe learning time increases of at least 5%	Success Plan includes 5-10% increases to learning time through adjustments to the school schedule, lengthening of the school year, and/or other methods	Success Plan includes dramatic increases to learning time (more than 10%) through multiple methods	
Connections to Learning <ul style="list-style-type: none"> <li>• Social &amp; Emotional Health</li> <li>• School Climate</li> <li>• Health, nutrition, and Physical Activity</li> </ul>	Success Plan does not address Connections to Learning domain of continuous improvement	Success Plan addresses some elements of Connections to Learning domain of continuous improvement, supports are aligned to needs	Success Plan addresses all relevant elements of Connections to Learning domain of continuous improvement, supports are aligned to needs, and resources are integrated into a comprehensive learning support system	

**MODEL-SPECIFIC CRITERIA - Turnaround Model**

**LEA:** \_\_\_\_\_

<b>Turnaround CRITERIA</b>	<b>STANDARDS</b>			<b>COMMENTS</b>
	<b>WEAK</b>	<b>AVERAGE</b>	<b>STRONG</b>	
<b>BONUS:</b> Collaboration with other LEAs	Success Plan does not address collaboration with other LEAs to reach economies of scale	Success Plan addresses intent to collaborate with other LEAs	Success Plan includes well documented intent to collaborate with other LEAs and involves significant, well-specified sharing of resources, personnel, partner relationships and/or models in order to reach economies of scale	

# Project Plan for DOE Success Plan

**Plan Title:** Project Management

**Project Date** 11/12/2008

**Associated Strategy:** Refinement of DESS

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**Description:** To develop documents and training for the rollout of Project Management to DOE, districts and schools.

## Objectives

- (2.1) Increase the number and efficiency of information systems available to school districts and schools.

## Measures

No Measures listed for this plan.

## Team Members

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>Email Address</b>	<b>Role Name</b>
Brooks, Martha	Assoc Sec	735-4000	mbrooks@doe.k12.de.us	Sponsor
Haberstroh, Susan	Ed Assoc	735-4008	shaberstroh@doe.k12.de.us	Project Manager
Jarrell, Ted	Ed Associate	735-4217	tjarrell@doe.k12.de.us	Project Team Member
Lawson, Jeff	Ed Assoc	735-4000	jlawson@doe.k12.de.us	Project Team Member
Derrickson, Dale	Ed Assoc	857-3320	dderrickson@doe.k12.de.us	Project Team Member
Morgan, Ann	Professional Staff	735-4025	amorgan@doe.k12.de.us	Project Team Member

## Tasks By Deliverable

**1 : Guidance Documents**

<b>Task #</b>	<b>Description</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
1.01	Develop Users Guide	Derrickson, Dale	10/1/2008	10/14/2008	100 %	10/14/2008
1.02	Create district and school worksheets	Lawson, Jeff	10/1/2008	10/14/2008	100 %	10/30/2008
1.03	Put Users Guide online	Haberstroh, Susan	10/14/2008	11/1/2008	100 %	11/12/2008

**2 : Training Options**

<b>Task #</b>	<b>Description</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
2.01	Develop webinar	Haberstroh, Susan	11/1/2008	11/12/2008	100 %	11/12/2008
2.02	Tape Webinar	Haberstroh, Susan	11/1/2008	12/19/2008	100 %	12/19/2008

Issues

There are no issues related to this plan.

Assumptions

There are no assumptions attached to this plan.

## Tasks By Start Date

<b>Task #</b>	<b>Description</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
1.01	Develop Users Guide	Derrickson, Dale	10/1/2008	10/14/2008	100 %	10/14/2008
1.02	Create district and school worksheets	Lawson, Jeff	10/1/2008	10/14/2008	100 %	10/30/2008
1.03	Put Users Guide online	Haberstroh, Susan	10/14/2008	11/1/2008	100 %	11/12/2008
2.01	Develop webinar	Haberstroh, Susan	11/1/2008	11/12/2008	100 %	11/12/2008
2.02	Tape Webinar	Haberstroh, Susan	11/1/2008	12/19/2008	100 %	12/19/2008

## Tasks By Responsible Person

### **Derrickson, Dale**

<b>Task #</b>	<b>Description</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
1.01	Develop Users Guide	10/1/2008	10/14/2008	100 %	10/14/2008

### **Lawson, Jeff**

<b>Task #</b>	<b>Description</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
1.02	Create district and school worksheets	10/1/2008	10/14/2008	100 %	10/30/2008

### **Haberstroh, Susan**

<b>Task #</b>	<b>Description</b>	<b>Start Date</b>	<b>Est. End Date</b>	<b>Status</b>	<b>Actual End Date</b>
1.03	Put Users Guide online	10/14/2008	11/1/2008	100 %	11/12/2008
2.01	Develop webinar	11/1/2008	11/12/2008	100 %	11/12/2008
2.02	Tape Webinar	11/1/2008	12/19/2008	100 %	12/19/2008